WUSC EUMC

THE STUDENT REFUGEE PROGRAM

Guide For Local Committees

Revised August 2020

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ACRONYMS

BVOR - Blended Visa Office Referred
ESL - English as a Second Language
GAR - Government-Assisted Refugee
IFHP - Interim Federal Health Program
IOM - International Organization for Migration
IRC - International Rescue Committee
IRCC - Immigration, Refugees, and Citizenship Canada
ITS - Intent to Sponsor form
MoU - Memorandum of Understanding
PR - Permanent Resident
PRSP - Private Sponsorship of Refugees Program
R&R TA - Roles and Responsibilities Tripartite Agreement
RSTP - Refugee Sponsorship Training Program
SAH - Sponsorship Agreement Holder
SIN - Social Insurance Number
SRP - Student Refugee Program
UNHCR - United Nations High Commission for Refugees
UNRWA - United Nations Relief and Works Agency
WUSC - World University Service of Canada

ACKNOWLEDGEMENTS

The list of those who deserve our gratitude is extensive and far-reaching and we'd like to thank all those who have helped us, directly or indirectly, to reach this important milestone.

We would like to extend special thanks to the following groups, who have been instrumental in the development and success of the Student Refugee Program:

- All current and former WUSC SRP students, Local Committee members, and staff & faculty advisors who have shared their valuable experiences with us and who offer the "face of WUSC" at the community level.
- WUSC's partners, overseas and in Canada: Immigration, Refugees and Citizenship Canada (IRCC), the UNHCR, the Canadian Council for Refugees, Jesuit Refugee Service, Windle International Kenya, Windle International Uganda, WUSC-Malawi, WUSC-Jordan, International Rescue Committee Tanzania, WUSC-Tanzania, British Council and the International Organization for Migration (IOM).
- All past and present WUSC staff and volunteers who have assisted the Student Refugee Program in one way or another.
- The governments, foundations, corporations, and private donors who have funded the program from its inception to the present day. Special thanks to our current funders: the Ontario Ministry of Advanced Education and Skills Development, Employment and Skills Development Canada, and the Local Committee network.

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PREFACE

Letter to Local Committees

Dear Local Committee leader,

Through Local Committees like your own, students across Canada have become leaders in refugee sponsorship. Though your experiences are diverse, you are united in your commitment to youth engagement, and your belief in WUSC's vision of changing the world through education.

WUSC has a long history of engagement on refugee issues. Through WUSC and its predecessor organizations, students in Canada helped refugee students flee Eastern Europe in the 1930s. In the 1940s, following the Second World War, they provided assistance to displaced persons. In the 1950s, they responded to the urgent needs of refugees from Hungary and Czechoslovakia. In the 1960s, many African students came to Canada through WUSC. And in the 1970s and 1980s, the focus shifted to assisting refugees in the anti-apartheid movement.

The current format of the Student Refugee Program was developed by a small group of students at Carleton University who, in 1978, sponsored a young Zambian refugee to Canada and enabled him to resume his post-secondary education in an environment free from violence and fear. Since then, WUSC Local Committees have sponsored refugees from 39 countries around the world.

In every generation, Canadian students have responded to students in need, and have made a difference. The Student Refugee Program is currently active on more than 90 campuses across Canada, with approximately 130 refugees sponsored every year. In 2018, the Student Refugee Program marked its 40th anniversary.

The Student Refugee Program transforms the lives of its participants and enriches the communities they live in. It is a program that harnesses the commitment and dedication of volunteers to bring about change, raise awareness, and ultimately create a new generation of conscientious, caring and engaged leaders. It is a program of which Canadians should be extremely proud.

Building on the success of the program in Canada, we are looking ahead to the future. The SRP continues to earn international attention; WUSC is working to share this Canadian model with other countries to increase the number of refugees that have the opportunity to access higher education.

Your involvement with the Student Refugee Program is a chance to continue this remarkable story. Thank you for being a part of this journey!

The Student Refugee Program Team

The Global Refugee Context

Every year, millions of people around the world are forced to flee their homelands to escape persecution, war or severe human rights abuses. Often these people are never able to return home. Currently, there are 79.5 million displaced persons globally, including 26 million refugees. Since 2010, the number of forcibly displaced persons has nearly doubled. At the end of 2019, around half of refugees were children and 13% were young adults between the ages of 18 and 24.[1]

According to the 1951 United Nations Convention Relating to the Status of Refugees, a refugee is:

"Any person, who by reason of a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion, i) is outside the country of his nationality, and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country, or ii) not having a country of nationality, is outside the country of her/his habitual residence and is unable or, reason of that fear, is unwilling to return to that country." [2]

While the largest populations of forcibly displaced persons are Syrians, Venezuelans, Afghans, South Sudanese and Rohingya people from Myanmar, the countries who produce the largest numbers of newly forcibly displaced persons include DR Congo, Syria, Burkina Faso, Venezuela and Yemen. 85% of the world's refugees and displaced Venezuelans live in developing countries. Turkey, Colombia, Germany, Pakistan and Uganda are now the top refugee-hosting countries.

There are 3 identified durable solutions for refugees: voluntary repatriation, local integration, and resettlement. In 2019, only 0.5% of the world's refugees were resettled, no more than 317,200 refugees returned to their countries of origin and 77% of refugees were living in a protracted situation. These figures show that the solutions available are inadequate to the growth in displacement and the scale of need. The prospects of finding a durable solution for refugees are increasingly diminished.[3]

Refugees are also at a disadvantage in accessing education at all levels compared to the global population. 63% of refugee children attend primary school compared to 91% the global population; 24% of refugee adolescents attend secondary school compared to 84% globally; and just 3% of refugees access post-secondary education compared to 36% globally.[4]

[1] https://www.unhcr.org/globaltrends2019/
[2] http://www.unhcr.org/1951-refugee-convention.html
[3] https://www.unhcr.org/globaltrends2019/
[4] http://www.unhcr.org/education.html

CHAPTER 1

REFUGEE SPONSORSHIP IN CANADA AND THE STUDENT REFUGEE PROGRAM

Refugee Sponsorship in Canada: An Overview

Canada has several different avenues for resettling refugees:[5]

- Refugees come to Canada directly from abroad through government sponsorship as Government-Assisted Refugees, or GARs. *
- Refugees are privately sponsored with the help of family members, under the auspices of a faith-based group, or via an organization such as WUSC. *
- Refugees can come to Canada through a collaboration between the government and private sponsors through the Blended Visa Office-Referred (BVOR) program. *
- Refugees travel to a Canadian border and claim refugee status upon arrival.

*These avenues involve refugees being selected, screened and issued travel documents directly from their country of asylum, outside of Canada.

What is private sponsorship?

Unique to Canada, the Private Sponsorship of Refugees Program (PSRP)[6] provides an opportunity for Canadians and permanent residents to become actively involved in resettling refugees. The program is a partnership between the Government of Canada, the Government of Quebec and organizations across the country such as WUSC, faith-based groups, community associations, humanitarian organizations, unions, and groups of five or more individuals who decide to sponsor a refugee. Under the PSR Program, Immigration, Refugees and Citizenship Canada (IRCC) will facilitate a refugee's arrival in Canada, and private sponsors will provide the individual with housing, financial support, and settlement assistance for their first year of residence in Canada. After this time, the individual is expected to become independent.

Who can sponsor a refugee?

In most countries, only governments can sponsor refugees. Through Canada's Private Sponsorship of Refugees Program, however, the Canadian public can become actively involved in refugee sponsorship: established organizations and groups of individuals may sponsor refugees. Sponsoring groups must be made up of Canadian citizens or permanent residents who are at least 18 years old. There are three types of Sponsoring Groups: 1) Sponsorship

[5] http://www.cic.gc.ca/english/refugees/sponsor/index.asp
[6] http://www.cic.gc.ca/english/resources/publications/ref-sponsor/section-2.asp#a2.3

Agreement Holders (SAHs) and their Constituent Groups; 2) Groups of Five; and 3) Community Sponsors.

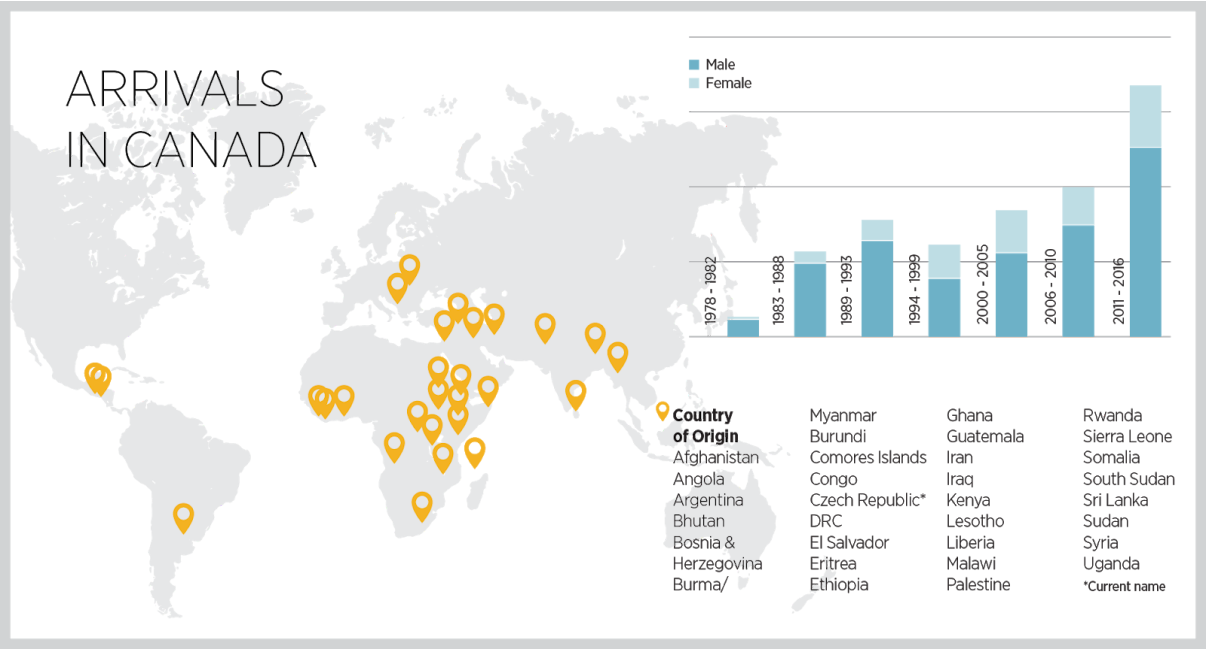
WUSC and its Local Committees fall under the category of "Sponsorship Agreement Holders (SAHs) and their Constituent Groups." A number of organizations across Canada have signed sponsorship agreements with the Government of Canada and the Government of Quebec to facilitate the private sponsorship process. These organizations may sponsor refugees themselves or via their constituent groups. As a SAH, WUSC is able to facilitate the sponsorship of refugees to Canada via its network of Local Committees. While Local Committees finance the sponsorships and help the students integrate into Canadian society, the national WUSC office acts as the official sponsor of each refugee student.

The Student Refugee Program

Since 1978, WUSC's Student Refugee Program (SRP) has enabled more than 2,000 refugees to settle in Canada as permanent residents and pursue post-secondary education. During the program's history, students have been sponsored from 39 countries of origin, including Afghanistan, Burma, Burundi, Czechoslovakia, the Democratic Republic of the Congo, Ethiopia, Iran, Liberia, Rwanda, Sierra Leone, Somalia, South Africa, Sri Lanka, Syria, South Sudan, and Uganda.

WUSC is unique to all other Sponsorship Agreement Holders because the private sponsorships offered through the SRP enable sponsored refugees to access post-secondary education. The SRP is also a unique program because it actively engages young Canadians in the sponsorship process.

Every year, approximately 130 refugees enter Canada as permanent residents through the SRP and immediately begin their post-secondary education. WUSC ensures the success of the program by facilitating the overseas selection of refugees in cooperation with international agencies and the Canadian government, placing them at a Canadian university, CEGEP or college, and providing training and guidance to the Local Committees. Each refugee is sponsored by a campus-based WUSC Local Committee which raises the necessary funds ahead of time and provides the student with at least 12 months of financial, social and academic support.



Profiles of refugee contexts

WUSC's Student Refugee Program presents an important, if small, opportunity for approximately 130 young refugees per year to be resettled and continue their pathway to higher education. With these numbers in mind, we need to be deliberate and about how and where to recruit students. The following questions guide the program's approach to creating the biggest impact:

- Where are the most protracted refugee situations and/or major refugee crises?
- What are the resettlement priorities of the United Nations High Commission for Refugees (UNHCR) and the Government of Canada?
- Where do refugees lack other durable solutions?
- Where can the SRP work with refugee populations that will meet the language requirements and other factors relevant to admission in post-secondary institutions?
- Are there WUSC local offices and/or other organizations working on the ground on refugee education programming that we can partner with?

The SRP is currently recruiting from 6 countries of asylum: Malawi, Tanzania, Uganda, Kenya, Jordan and Lebanon. (More information about these countries is below). As more post-secondary institutions join the SRP, resulting in increased sponsorship spaces on Canadian campuses, and as other factors shift and evolve, the SRP will continue to revisit the selection of countries of recruitment on a regular basis.

Kenya[7][8]

- **Kakuma Refugee Camp**[9] is located in north-western Kenya, in the Turkana District, along the Sudanese border. Kakuma is one of the world's largest and oldest refugee camps. The camp was established in 1992 to address the massive influx of South Sudanese refugees, and houses a total population of over 175,000 people as of June 2017. The vast majority of refugees in Kakuma are from South Sudan, but the camp also houses a sizable Somali population. Other nationalities represented are from Burundi, the Democratic Republic of the Congo, Ethiopia, Sudan and Uganda. WUSC works in Kakuma in collaboration with Windle Trust Kenya, and currently sponsors approximately 20 refugees annually through the SRP from this camp.

- **Dadaab Refugee Camp**[10] is located in north-eastern Kenya, about 100 kilometers from the Somali border. Dadaab is composed of five refugee camps: Dagahaley, Hagadera, Ifo, Ifo 2, and Kambioos. Though originally built to accommodate a maximum of 90,000 people, the camps housed a total population of over 250,000 refugees as of May 2017, 96% of whom are from Somalia. Refugees have lived there since 1991, when civil war erupted in Somalia; however, new asylum seekers continue to stream across the border to Kenya. In 2016, the government of Kenya announced their intention to close the Dadaab refugee camp. This is creating a lot of uncertainty for the population hosted in this camp. WUSC works in Dadaab in collaboration with Windle Trust Kenya, and currently sponsors approximately 20 refugees annually through the SRP from this camp.

- **Nairobi**: Some refugees in Kenya, although not the majority, live in an urban context. WUSC works in Nairobi in collaboration with Windle Trust Kenya and currently sponsors approximately 5 refugee students annually from Nairobi.

Malawi[11][12]

In the 1990s, violence and civil unrest broke out in the Great Lakes Region of Africa, and refugees fled into Malawi. Refugees were housed in two camps, Dzaleka and Luwani, up until 2007 when the government closed the latter camp. When this happened, the population at Dzaleka swelled from approximately 5,000 refugees to over 8,000. In 2016, the government of Malawi reopened Luwani Refugee camp after an influx of arrivals from Mozambique. As of 2017, Dzaleka refugee camp hosts approximately 25,000 refugees. The vast majority of refugees in Dzaleka are now from Rwanda, Burundi, and the Democratic Republic of the Congo. Most

[7] http://reporting.unhcr.org/node/2537
[8] http://www.unhcr.org/ke/wp-content/uploads/sites/2/2017/07/Kenya-Operation-Factsheet-June-2017-.pdf
[9] http://www.unhcr.org/ke/479-kakuma-refugee-camp.html
[10] http://www.care.org/careswork/emergencies/dadaab/#

[11] http://reporting.unhcr.org/node/10320
[12] http://reporting.unhcr.org/sites/default/files/MALAWI%20factsheet%20September%202016%20.pdf

refugees, originally from francophone countries, have been raised in the camp and have learned English.

Few refugees in Malawi are being repatriated to their country of origin, and local integration is not being offered by the Malawi government. As such, resettlement overseas remains an important option. WUSC has been sponsoring refugees from Malawi since 1998. Approximately 25 candidates are selected annually for the program. In Malawi, WUSC works with WUSC-Malawi and the Jesuit Refugee Service. Locating original documentation for these candidates has been a challenge, especially for students from the Democratic Republic of Congo, as it can take up to three years to receive original documentation of their secondary school certificates.

Tanzania[13]

WUSC started sponsoring refugees from Tanzania in 2018. WUSC works in Nyarugusu refugee camp, which is situated in the northwest of the country, in the Kigoma Region. As of January 2018, the population in Nyarugusu was 153,659 persons. The camp was opened in November 1996.[14] At that time, the camp primarily hosted people fleeing the conflicts in the Democratic Republic of Congo; as of 2015, it also hosts those fleeing Burundi. These populations make up the vast majority of refugees in Nyarugusu camp. WUSC works in Nyarugusu in collaboration with International Rescue Committee (IRC) Tanzania and WUSC-Tanzania.

Middle East

The SRP was first introduced to the Middle East in 1984 with the sponsorship of Iranian students. From the late 1980s to the early 2000s, most of the SRP students from this region were Afghans. In recent years, as a result of the deteriorating conditions in Iraq and the Syrian Arab Republic, WUSC renewed its work in the region to resettle youth who were in urgent need of a durable solution for resettlement and opportunity to continue their post-secondary studies. At the time, Syria was the country in the Middle East that was welcoming the largest influx of refugees. WUSC was working out of Syria with refugee populations predominantly from Iraq and Afghanistan. In 2014, because of the insecurity in Syria, WUSC had to move their operations to Jordan and Lebanon in order to work with populations that have been displaced for a second time: with Syrians that have been displaced from the conflict, and with other populations such as Iraqis, Somalis, Sudanese, and Palestinian-Syrians. In January 2014, Syrians and Iraqis accounted for nearly a third of the world's refugee population, the majority having fled to neighboring countries: Jordan, Lebanon, Egypt, and Turkey.

[13] http://reporting.unhcr.org/node/2517
[14] https://data2.unhcr.org/fr/documents/details/56082

Jordan[15] [16]

In Jordan, WUSC works with refugees living in urban contexts and those living in camps. Jordan hosts the sixth-highest number of refugees of any country in the world: more than 700,000 refugees. Over 80% of the refugees in Jordan live in an urban context. The vast majority are from Syria, but the country also hosts refugee populations from Iraq, Yemen, Somalia and Sudan. There are three official refugee camps managed by the UNHCR and the Jordanian government, and two informal encampments. Zaatari, the largest camp in Jordan, is located close to the northern border with Syria. The camp opened in 2012 and now hosts over 80,000 refugees. The rapid influx of refugees fleeing the conflict in Syria has resulted in increasingly restrictive policies in Jordan, making conditions particularly unsafe for refugees who are visible minorities and easily identifiable as non-Jordanian. As a result, students who initially attempted to study upon their arrival have found themselves suspending their studies to seek paid employment.

Lebanon[17]

Lebanon hosts the largest number of refugees relative to its national population: 1 in 4 people is a refugee. There are over 1 million registered refugees in the country; the vast majority are from Syria and Iraq. As of May 2015, UNHCR has temporarily suspended new registrations per the Government of Lebanon's instructions. Therefore, the thousands of individuals waiting to be registered are not counted among the current refugee population numbers. No formal Syrian refugee camps exist in Lebanon, and as a result, most Syrian and Iraqi refugees live in informal settlements, non-residential buildings, or share overcrowded households. Many Palestinians live in one of the pre-existing formal Palestinian refugee camps managed by United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA), but remain to some extent separated from other populations. The majority of Syrian and Palestinian university-age students in Lebanon, especially young women, are not pursuing higher education. Financial constraints, lack of legal status, and discrimination, combined with the prioritization of Lebanese nationals as students, contributes to low enrollment numbers of refugees at Lebanese universities.

Uganda[18]

In 2019, WUSC began recruiting candidates for the SRP in Uganda, allowing eligible students to apply from any of the 12 refugee settlements in the country. WUSC works with the Uganda branch of Windle International which works closely with the Ugandan government and UNHCR on the ground.

Uganda hosts the third largest number of refugees in the world (1.2 million). The main

[15] http://reporting.unhcr.org/node/2549
[16] https://reliefweb.int/report/jordan/unhcr-jordan-factsheet-june-2017
[17] http://reporting.unhcr.org/node/2520
[18] https://www.unhcr.org/statistics/unhcrstats/5d08d7ee7/unhcr-global-trends-2018.html

countries of origin of refugees are the Democratic Republic of Congo, South Sudan, and Burundi. In May 2019, nearly 14,000 refugees from these 3 countries arrived in Uganda. The number of South Sudanese refugees in Uganda is close to 800,000, and arrivals from the DRC have been on the rise since the beginning of 2019.

Candidate Selection

As mentioned above, WUSC presently accepts applications from six countries of asylum: Kenya, Malawi, Tanzania, Uganda, Jordan, and Lebanon. Applications to the Student Refugee Program are only accepted through WUSC's partner organizations in these countries. To be admitted to the SRP, candidates must be recognized as refugees by the UNHCR or their country of asylum. Their application must then be accepted by WUSC, the Canadian immigration authorities, the admissions office at the college, CEGEP or university, and a sponsoring Local Committee. WUSC selects candidates based on the below criteria, without discrimination based on their gender, religion, country of origin, ethnicity, or any other such factor.

To be selected for the program, applicants must:

- ❏ Be between the ages of 18 and 25
- ❏ Have completed secondary school
- ❏ Be a recognized refugee by UNHCR or their country of asylum[19]
- ❏ Express the need to be resettled
- ❏ Be proficient in English or French
- ❏ Be single, without dependents and able to resettle in Canada
- ❏ Be self-reliant and mature
- ❏ Live in a country of asylum in which WUSC works and where the SRP is present

The SRP is highly competitive: WUSC receives hundreds of applications every year and can only sponsor approximately 130 of those individuals who apply. Once refugees are identified as potential candidates (i.e. they meet the above criteria), they are evaluated on their secondary school grades, their English and/or French language skills, and on their perceived ability to successfully resettle in Canada. Before being accepted, candidates must also successfully undergo in-depth interviews with WUSC, IRCC and partner officials, and they must pass medical and security tests organized by IRCC.

Once refugees have been selected, WUSC matches each successful candidate with a particular Local Committee and post-secondary institution, taking into account the refugee's personal

[19] While refugee status must normally be determined on an individual basis, situations have also arisen in which entire groups have been under circumstances indicating that members of the group could be considered individually as refugees. In such situations, the need to provide assistance is extremely urgent and it may not be possible for purely practical reasons to carry out an individual determination of refugee status for each member of the group. Recourse has therefore been had to the so-called 'group determination' of refugee status, whereby each member of the group is regarded prima facie (http://www.unhcr.org/3db9636c4.pdf), like the Syrian crisis for instance.

needs and preferences, the sponsoring Local Committee's capacity, and the institution's admission requirements.

Why the age limit?

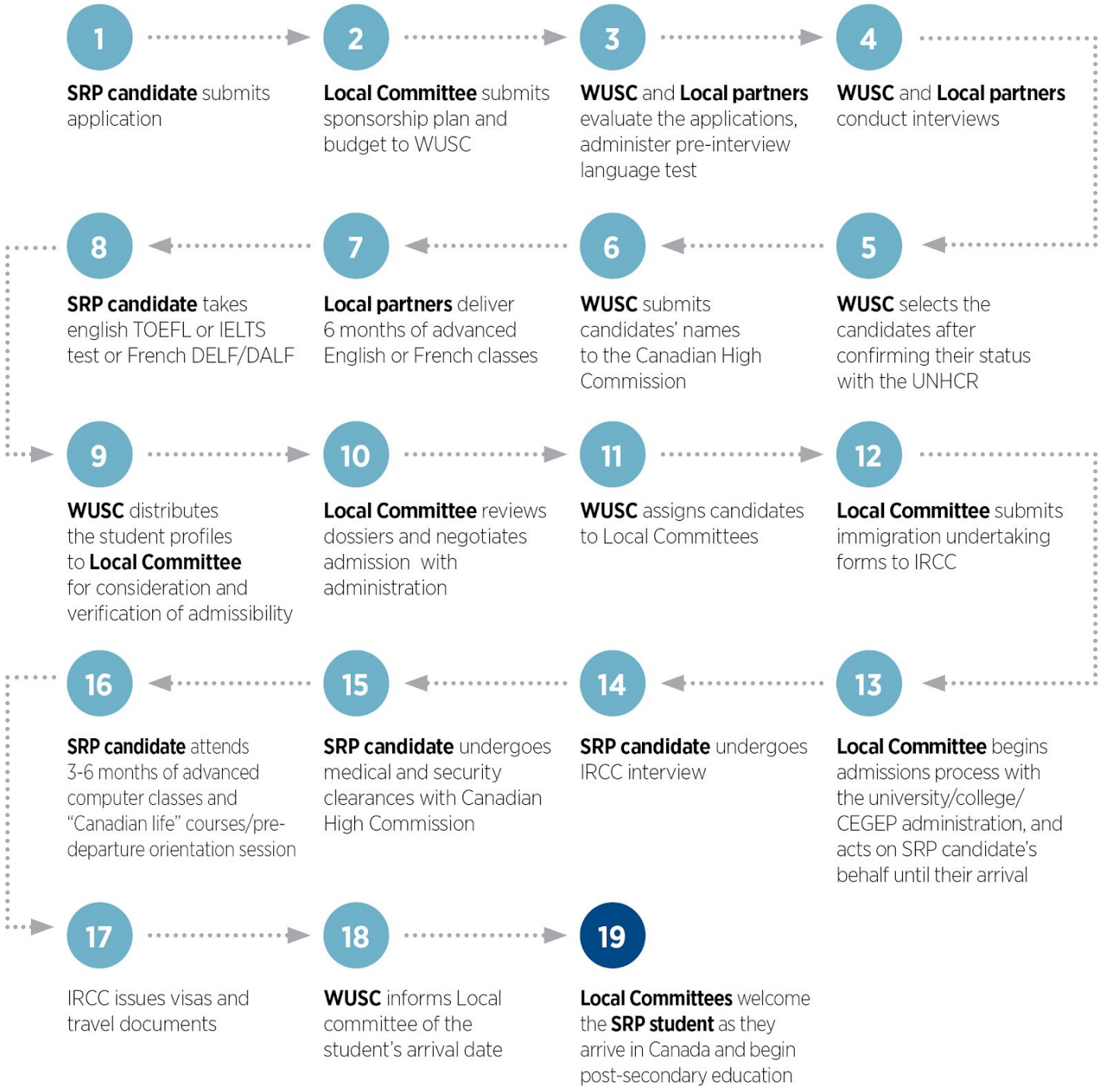
WUSC requires that candidates be between the ages of 18 and 25 to be selected for the SRP because the program is rooted in the idea of youth sponsoring youth. The vast majority of Local Committee members are undergraduate students in this age range; since sponsorship involves committing to providing social and emotional support, it is important that the SRP student and Local Committee are able to relate to and learn from each other. Ideally, through the youth sponsoring youth model, friendships will develop between the SRP student and Local Committee members.

The Sponsorship Cycle

The Student Refugee Program operates both overseas and in Canada to facilitate and ensure the success of the sponsorships. While the Local Committee is welcoming the SRP student on campus, WUSC and the overseas partners are in the field, recruiting, training, and preparing SRP candidates for resettlement in Canada.

While sponsorships last only 12 months from the time an individual arrives in Canada, the overall sponsorship cycle is a 2.5 year process, at minimum.

The following diagram illustrates the sponsorship cycle, both overseas and in-Canada, before the arrival of the SRP student in Canada. The sponsorship cycle for SRP students is a dynamic process influenced by many variables and stakeholders. The following visual is an attempt to outline the major steps in the journey in the typical order that they often happen. However, it should be noted that not all sponsorships follow this path in exact chronological order.


1
SRP candidate submits application
2
Local Committee submits sponsorship plan and budget to WUSC
3
WUSC and **Local partners** evaluate the applications, administer pre-interview language test
4
WUSC and **Local partners** conduct interviews
5
WUSC selects the candidates after confirming their status with the UNHCR
6
WUSC submits candidates' names to the Canadian High Commission
7
Local partners deliver 6 months of advanced English or French classes
8
SRP candidate takes english TOEFL or IELTS test or French DELF/DALF
9
WUSC distributes the student profiles to **Local Committee** for consideration and verification of admissibility
10
Local Committee reviews dossiers and negotiates admission with administration
11
WUSC assigns candidates to Local Committees
12
Local Committee submits immigration undertaking forms to IRCC
13
Local Committee begins admissions process with the university/college/ CEGEP administration, and acts on SRP candidate's behalf until their arrival
14
SRP candidate undergoes IRCC interview
15
SRP candidate undergoes medical and security clearances with Canadian High Commission
16
SRP candidate attends 3-6 months of advanced computer classes and "Canadian life" courses/pre-departure orientation session
17
IRCC issues visas and travel documents
18
WUSC informs Local committee of the student's arrival date
19
Local Committees welcome the **SRP student** as they arrive in Canada and begin post-secondary education

CHAPTER 2
BUILDING PARTNERSHIPS FOR A STRONG LOCAL COMMITTEE

The first step toward sponsorship is building a strong and effective Local Committee. A strong Local Committee includes: committed members, a clear organizational structure, a distinct division of roles and responsibilities, and consistent processes to evaluate the Local Committee's capacity. The most effective sponsorships engage students, staff and/or faculty. Staff and/or faculty advisors can provide continuity and guidance, help to oversee the sponsorship and provide support to engage the wider community.

There are many useful strategies to recruit committed members. WUSC encourages Local Committees to be intentional about the type of person they want to recruit, the skills they want to cultivate, the environment they want to create, and how they can recruit members with diverse talents and experiences in order to create a strong Local Committee.

The following section outlines some groups that can be partners in the Student Refugee Program on campus by being directly involved in supporting the student, providing financial support, or playing another role. When engaging partners, it is important to create a Memorandum of Understanding (MoU) that reflects the partnership agreement in order to ensure the program's sustainability. This is an important practice even when making non-financial arrangements. Please send copies of any MoUs to WUSC for record-keeping purposes.

Engaging Your Institution

Your Local Committee must engage with staff in your university or college's **admissions office** and ensure that the office understands how the SRP works. Before reviewing and ranking SRP candidates' dossiers, Local Committees must consult their admissions offices to confirm whether the SRP students are admissible to the institution. In certain cases, WUSC may request that a Local Committee negotiate flexibility with respect to the admissions requirements of the proposed SRP student. By developing an open, transparent, and trusted relationship with the admissions office, your Local Committee will have an easier time in bringing SRP students to your campus.

The **president's office** of your university or college can be an invaluable resource for the SRP on your campus. By educating and gaining the support of the president's office, many doors can open for your Local Committee. The office may be a source of tuition, residence or meal plan waivers, and/or scholarships. It can also be an ally for your Local Committee as you look for support elsewhere on campus or in the community. Before asking for funding, however, begin by providing the president's office with information about WUSC and the SRP, and highlight your successes on campus. If you already have their support, make sure to **thank the office** for helping to make the SRP a reality and a success.

The **international office** can also be a tremendous resource for the SRP. The staff in this office are knowledgeable about the experiences of newcomers to Canada, and they can help your committee plan an orientation, fill out key government documents (e.g. applications for permanent resident

cards), and offer guidance and support to the SRP student. Remember, however, that although SRP students can be similar to international students in many ways, they are **permanent residents** (and therefore, domestic students) with regards to admissions and registration (as opposed to international students).

The **student union** on your campus can be an important ally for the SRP. Registering your Local Committee as an official club can help to raise your profile among students and can help you access key resources (e.g. office space, materials, club funding). The student union decides when to hold referenda for student levies, and it can choose to support your Local Committee's bid for an SRP levy – or not. A student union can often make or break a referendum campaign, so make sure to understand their policies and procedures, and make sure they're on your side when you're hoping to establish an SRP levy!

WUSC recommends building a strong partnership with your institution's **ESL (English as a Second Language) program.** This could add flexibility for your Local Committee to be able to sponsor more students from the pool of candidates, could enable your Local Committee to sponsor a student with lower language test scores, and could ultimately be a tool to support the academic success of SRP students. It should be noted that in certain institutions, the ESL program is an independent institution with a different fee structure. It would be necessary to educate ESL program administrators about WUSC and the SRP, and also verify if tuition waivers would cover this type of program. Remember that some of the SRP students' low TOEFL or IELTS language test scores could misrepresent their actual English skills and capability. If possible, you could negotiate for the students to take the test upon their arrival before starting the program to avoid spending unnecessary time and money on that process.

Engaging Your Community

The off-campus community has an important role to play in the success of the Student Refugee Program. Many smaller urban centres struggle with attracting new immigrants, and as such, they may be especially interested in supporting the SRP. Whether this is the case for your Local Committee or not, consider the following groups/individuals as important allies to your sponsorships:

- Newcomer and multicultural organizations
- Ethnic organizations/diaspora groups
- Church and faith-based groups
- Local interest organizations, e.g. Rotary Club
- WUSC alumni in your community (former Local Committee members and SRP students)
- Private sector (i.e. local businesses, banks)

The above groups may be able to contribute to and engage in the following activities to support the SRP on your campus:

- Public education
- Consultation
- Financial support
- Social and emotional support
- Service provision
- Access to contacts and networks
- Employment/co-op placements

Building Your Local Committee

Including diverse partners can contribute to building a strong Local Committee to provide quality support to SRP students. The involvement of different partners in various aspects of SRP support can vary according to each campus and contribute to the structure of the Local Committee. For example:

- The finances are managed by staff in the international office or student union, while students on the Local Committee provide social, academic, health & wellbeing, and self-reliance support;
- Each member of the sponsoring group is responsible for one "pillar" of support (i.e. social, financial, academic, health & wellbeing, and self-reliance. See Ch. 3);
- The Local Committee is led by staff/faculty, while the students who are involved mostly focus on public engagement.

While any of these structures could be useful for your Local Committee, it is important to know your committee's own context and strengths. Build a structure that is consistent from year to year, but also flexible enough to accommodate the different strengths and personalities of Local Committee members. Remember that each SRP student is different; be prepared to provide different kinds or methods of support.

Once you have decided on a Local Committee structure, write a constitution (this may be required by the student union for clubs registered on campus). This will help to establish clear responsibilities and expectations for each member of the sponsoring group.

WUSC is happy to provide examples of other Local Committees' constitutions and Local Committee structures. Please contact us for more information!

CHAPTER 3
ROLES AND RESPONSIBILITIES

WUSC relies on the support of many parties in order to ensure the success of the Student Refugee Program. These include:

- SRP students
- WUSC National Office
- WUSC Local Committees
- Overseas partners
- Canadian immigration authorities
- University, college and CEGEP administration

The roles and responsibilities of each partner are vital to the long-term success of the SRP. The following chapter provides an overview of each party's responsibilities during the sponsorship process.

The Roles and Responsibilities Tripartite Agreement

Much of the following information is reflected in the Role and Responsibilities Tripartite Agreement (R&R TA). The R&R TA provides the SRP student(s) and the Local Committee with clear expectations regarding the roles of the three stakeholders in the SRP sponsorship process: the Local Committee, the SRP student, and WUSC's National Office. Local Committees should plan a meeting with each newly arrived SRP student to review this agreement. This document should be read and signed by all stakeholders upon the arrival of the SRP student (see Appendix B).

Roles and Responsibilities of SRP Students

The role of each SRP student is to:

- Submit an application to WUSC's overseas office or to WUSC's overseas partner organization;
- Undergo selection interviews, security and medical clearances, and language testing;
- Attend a pre-departure orientation.

Once in Canada:

- Plan their immediate and long-term academic studies with the help of a Local Committee;
- Communicate regularly with WUSC's National Office in Ottawa and their Local Committee, especially upon arrival and during the transition to post-sponsorship;
- Take their education seriously and do everything in their power to succeed, such as attending classes and seeking help when needed;
- Take steps to become self-reliant once the sponsorship period has ended;
- Complete the Mid-Sponsorship and End of Sponsorship evaluations sent electronically to WUSC, and participate in phone check-ins when requested;
- Actively participate in opportunities to build their social network and learn about their new community;
- Comply with the rules and regulations of their living situation such as the institution's dormitory building, homestays and off campus room/apartment rentals;
- Maintain good discipline and manage their behavior in the classroom, in their residence, towards their professors, WUSC Local Committee members and peers;
- Conduct themselves in accordance with the regional and national laws, and commonly accepted standards of behavior;
- Be aware of and take responsibility for learning how to manage their budget according to the budget the Local Committee has developed;
- Take steps to gain employment experiences such as accessing employment skill building opportunities (resume writing, job search, interview skills, etc).

Roles and responsibilities of WUSC's national office

As the organization that holds the Sponsorship Agreements with the Government of Canada and the Government of Quebec, WUSC's role is to: 1) Select qualified candidates for the SRP; 2) Facilitate the placement of students at post-secondary institutions and the immigration process; 3) Guide, train, support, and monitor the Local Committees and the SRP students. As such, WUSC's responsibilities are to:

- Recruit, select, and prepare students for admission to a Canadian post-secondary institution;
- Assess a sponsoring group's budget and settlement plan, and grant them permission to sponsor under WUSC's Sponsorship Agreements;
- Coordinate the SRP students' portion of the immigration process;
- Send candidates' dossiers to Local Committees and coordinate the placement of SRP students to Canadian post- secondary institutions;
- Support the Local Committee through the sponsoring group's portion of the immigration process;

- Act as a liaison between key players involved in the sponsorship process (Local Committee, IRCC, International Organization for Migration, UNHCR, Local partners, countries of asylum, etc);
- Develop resources for Local Committees, SRP students, and partner organizations;
- Provide organizational assistance, support, advice, expertise and training to Local Committees;
- Monitor and evaluate the SRP sponsorship (Local Committee experiences and the SRP student experiences) through regular communication to identify good practices that can enhance the sponsorship for future SRP students;
- Maintain regular contact with SRP students throughout the SRP sponsorship period, and offer guidance as required and opportunities for networking within the SRP alumni network;
- Network with other refugee and immigrant agencies;
- Seek funding and other support to ensure the SRP's sustainability;
- Report to IRCC, the Government of Quebec (MIDI), WUSC's Board of Directors, WUSC's membership, and the SRP's donors;
- Promote the SRP across Canada and internationally.

What support can you expect from WUSC's SRP staff team?

WUSC's SRP staff team will:

- Send monthly reminders to Local Committees (see "Monthly reminders from WUSC" section below);
- Send monthly reminders to SRP students (see "Monthly reminders from WUSC" section below);
- Create and promote helpful resources for Local Committees and administration;
- Provide online & in-person trainings throughout the year (see "Training" section below);
- Provide support with issues as they arise, and assistance to overcome bigger challenges with the Local Committee, the SRP students, the community or the administration; for instance, helping to draft letters of support, having meetings (on the phone, in person, or online) with relevant parties;
- Provide organizational memory for the Local Committee, and act as an intermediary to connect Local Committees with each other on specific projects/issues and with different organizations (RSTP, CCIC, IRCC, different researchers and professors, etc).

Roles and responsibilities of the Local Committee

To sponsor a student **for the first time**, your Local Committee must:

- Communicate an interest in sponsorship to WUSC's National Office and work closely with WUSC staff to develop a strategy to engage in sponsorship;
- Recruit a core group of Local Committee members interested in sponsorship (minimum of 5);
- Research the sponsorship process by reading and consulting online resources on the WUSC website, and by talking to former SRP students and sponsoring Local Committees active in your region;
- Recruit a faculty or staff advisor;
- Prepare a budget;
- Educate key parties within the institution about the SRP and get their support (e.g. administration, student union, etc.);
- Develop and implement a fundraising strategy by securing support such as student levies, tuition, residence and/or meal plan waivers; and/or securing donations;
- Attend SRP training workshops wherever possible, e.g. at WUSC's International Forum, Leadership or Regional Meetings, and other online workshops (see "Training" section below);
- Identify resources within the community (e.g. settlement organizations);
- Assess your capacity for sponsorship (e.g. 1 student every 3 years vs. 4 students per year).
- Set up the SRP so that it is sustainable!
- Develop and implement a public awareness strategy to educate and secure the support of your student population and campus community.

Every time a Local Committee sponsors, it must:

- Fill out the Intent to Sponsor form in November;
- Commit to providing the SRP student with financial, academic, social, health and wellbeing, and self-reliance support for at least 12 months;
- Secure the support of the university/college/CEGEP;
- Establish a budget and secure the funds needed to support the student for the duration of the sponsorship;
- Support the SRP student to submit the appropriate documentation related to their academic requirements and their status in Canada; i.e. Social Insurance Number (SIN) card, Interim Federal Health (IFH)/health insurance card, provincial health care, course enrollment, etc;
- Provide opportunities for the SRP student to develop their social network and learn about their new community;

- Review the SRP student budget in detail, upon arrival and continuously throughout the year. The SRP student should be aware of the funds available to them. They should also be aware of tools to build their financial literacy and personal financial management practices (see Ch. 4);
- Ensure that the SRP student has the necessary financial and social support required during the holidays and summer months throughout the sponsorship period;
- Provide academic support and connect the SRP student with academic resources such as the library, tutoring options and the writing centre, especially during midterms and finals;
- Connect the SRP student with an academic advisor;
- Maintain constant and consistent contact with the SRP student (at a minimum, once every 2 weeks to check in regarding their social and emotional well-being and integration);
- Provide support to the SRP student to pursue employment by connecting them to available employment opportunities and services to build their employment skills including information on Canadian workplace culture, resume writing, cover letter writing, interview tips, etc;
- Read and sign the Code of Ethics created by WUSC to ensure you are adhering to the same values and principles;
- Maintain regular contact with the WUSC National Office regarding the SRP sponsorship and any issues that arise;
- Read monthly reminders and share the information with the relevant stakeholders;
- Prepare the SRP student for the post-sponsorship period;
- Complete the Local Committee End of Sponsorship survey.

Roles and responsibilities of overseas partners

To facilitate the sponsorships, WUSC relies on the cooperation of many overseas partners, including the UNHCR, Windle Trust Kenya, Jesuit Refugee Services, British Council, and the International Organization for Migration (IOM). In some cases, WUSC also works in collaboration with its own overseas office.

These partners:

- Promote the SRP in the refugee camps and countries of asylum;
- Post the call for applications, shortlist candidates, and conduct initial selection interviews;
- Organize language proficiency tests, and deliver pre-departure orientations;
- Organize and facilitate the travel arrangements of the refugee students;
- Liaise between WUSC, the SRP candidates, the IOM, and overseas visa offices.

Roles and responsibilities of Canadian immigration authorities (in Canada & overseas)

As with any other private sponsorship, sponsorships through WUSC's SRP must be approved and processed by the Government of Canada and/or the Government of Quebec (see Ch.1). The Canadian immigration authorities:

- Evaluate and process the immigration undertaking forms;
- Interview candidates overseas to determine their eligibility;
- Organize medical and security clearances overseas, issue travel visas to Canada, and authorize the students' travel loans;
- Liaise with IOM offices to secure the students' travel arrangements to Canada;
- Manage the repayment of travel loans (see Ch.11);
- Provide information about local agencies and services available for newcomers to Canada.

Roles and responsibilities of university/college/CEGEP administration

In order to be accepted to the SRP, which is a competitive program, candidates must have good academic records so that they will be accepted to a university, college or CEGEP in Canada. The program relies on a degree of flexibility from the institution's administration and their understanding of special circumstances for candidates selected by WUSC. Therefore, the role of the university, college, or CEGEP administration is to:

- Assess the eligibility at their institution of all SRP candidates sent to them by WUSC;
- Confirm and process the SRP student's application for admission;
- Provide the student with access to academic and financial counselling services;
- In some cases, provide the Local Committee with a faculty advisor;
- In some cases, provide cash and/or in-kind donations to help finance the sponsorship (e.g. waived tuition, residence, books and/or meal plan fees).

The 5 Pillars of Sponsorship

SRP support consists of four main categories that WUSC calls the "5 pillars" of support:

Financial (see Chs. 4 and 5)

Funds raised by the Local Committee will provide financial support for the SRP student for the duration of their sponsorship. The Local Committee will also provide guidance on budgeting and financial literacy.

Academic (see Ch. 8)

The Local Committee will provide academic guidance to the SRP student to help ensure their academic success. This includes connecting them with academic advisors, tutors, writing centres, providing orientation to other campus services like the library, etc.

Social (see Ch. 9)

Good social support will help make the student feel welcomed in their new community by keeping in regular contact, connecting them to social networks, sharing opportunities related to joining clubs, sports teams, and faith groups, and more.

Health & Wellbeing (See Ch. 7 for physical health, Ch. 9 for mental health and Appendices G & F)

The Local Committee will encourage SRP students to look after their physical and mental health and wellbeing and ensure that the student has access to health insurance and healthcare resources in their community.

Self-reliance (see Ch. 11)

The aim of any sponsorship is for the resettled refugee to be fully autonomous and integrated into Canadian society; this journey begins early in the sponsorship and is linked to all pillars of support. Local Committees should use an empowering approach when supporting SRP students to build self-reliance. This means that Local Committees work with the students, provide them with sufficient knowledge, connect them to different tools and resources, and overall accompany them in their journey to build self-reliance in their new community. Providing support to help SRP students to navigate their campus and community after the sponsorship

year can include connecting students to career services, appropriate housing, ongoing academic and financial guidance, and more.

Local Committees are expected to provide adequate support in each of these areas throughout the duration of the sponsorship. Information on each of these areas will be included in the monthly reminders, and can also be seen in the checklist below.

Monthly Checklist of Local Committee Responsibilities

The following checklist provides a list of tasks to be completed each month by the sponsoring group in order to provide strong support for the SRP student(s). Information in this checklist (and more) will be sent to sponsoring groups in monthly emails from the SRP team (see "Monthly reminders from WUSC" below).

Month	Supporting current sponsorship	Preparing for next sponsorship
August	• Participate in the Leadership Meeting • Welcome the SRP student to Canada • Send student's contact information to WUSC	
September	• Deliver orientation and apply for government documents • Review budget • Confirm registration for classes • Sign the Role and Responsibilities Tripartite Agreement	• Solicit support from partners on campus and revise agreements for the following year
October	• Support the SRP student's social and academic adjustment (ongoing)	

November	• Equip SRP student with warm clothing • Confirm status of travel loan	• Submit Intent to Sponsor form, including budget, to WUSC • Read and sign the Code of Ethics
December	• Confirm student's holiday plans • Confirm if residence and meal services will be available during this time, if applicable	
January	• Review budget with SRP student • Confirm course selection for second semester • If possible, support the SRP student to attend the post-arrival session at the International Forum	• Attend the SRP National Training at the International Forum • Submit the SRP Contribution Funds to WUSC
February	• Confirm SRP student's plans for Reading Week • Confirm status of travel loan	• Identify the admissions staff contact person and secure their support to review dossiers in March
March	• Help student find a summer job • Confirm summer housing • Review budget for summer and modify if necessary • Help student file their income tax	• Confirm students' admissibility • Assess dossiers • Submit the Assessment forms to WUSC

April	• Help student apply for student loan, bursaries, and scholarships if necessary • Confirm summer employment • Confirm that student has furnishings for off- campus apartment, if applicable, and review processes for paying rent	• Admit student to university, college and CEGEP
May	• Review summer budget and financial practices for receiving funds and financial support throughout the summer	• Register the student at the university/college/ CEGEP • Complete immigration forms • Book accommodations for academic year
June	• Provide ongoing support as needed	• Review the budget with the SRP student to better prepare for the next sponsorship (i.e.adjust certain budget lines)
July	• Complete End of Sponsorship Evaluation • Provide ongoing support as needed	• Prepare for arrival of new SRP student

Training

In order to provide SRP students with the best support possible and fulfill the duties outlined above, Local Committee members are expected to participate in trainings throughout the year. It is important to ensure that all members of the Local Committee are trained (not just the primary contact). To access training, Local Committees can partner with a local service provider,

can access training through the Refugee Sponsorship Training Program (RSTP), and should attend training provided by WUSC. **Those who attend WUSC national or regional trainings are responsible for sharing what they learned with the rest of their committee**. WUSC provides the following trainings:

Title	Frequency	Length	Purpose
Leadership Meeting (Ottawa)	Each August	3 days	1 representative per Local Committee attends this in-depth training on WUSC, refugee sponsorship, public engagement, and leadership skills. An important opportunity to connect with other youth leaders from across the country.
Regional Meetings (alternating cities in regions)	Each September/October	1 day	1-2 representatives per Local Committee in the area (i.e. Toronto) attend this one-day introductory training. Geared toward newer members.
International Forum (alternating between Ottawa and Montreal)	Each January	2 days	An international development conference with 1 day dedicated to Local Committee training. Topics include: WUSC, refugee sponsorship, public engagement, and more. An important opportunity to learn and share with other leaders from across the country.
One-on-one trainings (digital or on-campus)	As needed	As needed	Local Committees can contact WUSC to receive personalized training (using video chat or, when possible, in person).

Communication During the Sponsorship

To ensure that all parties involved in the sponsorship (the institution, the Local Committee and the SRP students) are having a positive experience, WUSC measures and monitors the SRP's success through different mechanisms. WUSC relies on Local Committees and the SRP students to communicate any difficulties the SRP student or Local Committees are facing, so that WUSC can provide targeted assistance or intervention if necessary. Regular communication between Local Committees and the SRP team is also key for sharing suggestions about how to modify and improve the implementation of the SRP over time.

WUSC requires important feedback from Local Committees and SRP students several times throughout the sponsorship year. WUSC is also available to answer questions and provide support to both SRP students and Local Committees at any point during the year.

SRP Students

1. The arrival (August/September)

- The SRP student emails the SRP team their new contact information (mailing address, email address, and telephone number);
- The SRP students read and sign the Roles and Responsibilities Tripartite Agreement with the Local Committee.

2. The mid-year sponsorship evaluation (November)

- The SRP student completes a Mid-Sponsorship Evaluation to assess how the sponsorship is going, through an online survey which is emailed to them by WUSC.

3. The end-of-year evaluation (August, or end of 12-month sponsorship)

- The SRP student completes an End of Sponsorship Evaluation which is emailed to them through an online survey. These evaluations inform WUSC about how the sponsorship went and offer an assessment of the SRP student's progress and their plans for the future.

Local Committees

1.The arrival (Upon arrival of the SRP student, usually August)

- The Local Committee emails the SRP team to confirm that the SRP student has arrived safely and that an orientation is being carried out;
- The Local Committee reads and signs the Roles and Responsibilities Tripartite Agreement with each SRP student and submits it to the SRP team.

2. The Intent to Sponsor form submission (November)

- Every sponsoring committee has to declare their intention to sponsor by completing this form the year prior to the arrival of the student (i.e. fill out in November 2018 for a student to arrive August 2019). Local Committees can access this form via MyCommittee. If your Local Committee needs guidance in submitting this form, please contact the SRP team with any questions.

3. Placement and immigration process (March-May)

- This is one of the most important pre-sponsorship steps. Communication is key for this process, especially since all Local Committees depend on each other's assessment and submission for the final placement (for details on this process, see Ch. 6). Local Committees ensure that the email address of the primary contact is up to date on their Intent to Sponsor form (and update the SRP team to make changes). Local Committees send back the assessment form by email and ensure to monitor their email regularly. The Local Committees complete the immigration paperwork received by email from WUSC in a timely manner before sending back by email as per the instructions.

4. Post-sponsorship evaluation (August)

- The Local Committee has to complete an end of sponsorship evaluation which is emailed to them through an online survey. These evaluations inform WUSC about how the sponsorship went and offer Local Committees to identify their best practices, lessons learnt, challenges, and training needs.

Monthly reminders from WUSC

In addition to asking Local Committees and SRP students for information, the SRP team will also provide information in the form of monthly reminders. **Sponsoring groups will receive an email each month** outlining the important tasks to complete with the student that month, and what they can anticipate for the following month. These are fairly consistent from year to year, but also include new opportunities, resources, and trainings that arise.

In addition, **SRP students will receive an email each month** outlining what their priorities should be for the month and advertising any opportunities.

Keeping records

There are a number of documents related to the sponsorship process that are important to keep available on file and in a common place. These may include agreements with the administration for tuition waivers, copies of IRCC immigration forms, bank statements, referendum questions, confirmation of admission letters, minutes from Local Committee meetings, contact information for staff and faculty advisors, and information about important events.

It is important to keep all this information together in one secure location, so that it can be easily referenced when required. You may choose to create an SRP binder or use cloud storage (like Google Drive or Dropbox) for your Local Committee, where all information is stored. This will also help in transferring information to new executives, and particularly to a new SRP coordinator. Keeping this information readily available is important when communicating with

WUSC and when confirming arrangements for incoming SRP students. New SRP coordinators may not know who to contact in the admissions office, for example, so having the contact person's name on file is very important.

In addition to an SRP binder, you should also have a secure location where confidential documents can be stored. If you are working with a staff or faculty advisor, ask if they have a secure file where information relating to candidates' dossiers can be kept. You may also want to have the advisor retain copies of important documents relating to the sponsorship, such as agreements you've made with the administration to secure support for the sponsorships.

To complement these strategies, your Local Committee will record information in MyCommittee, WUSC's online platform. In MyCommittee Local Committees can save their contact information and record the results of their activities. MyCommittee enables the WUSC Campus Engagement Team to support your efforts throughout the year, communicate effectively with your members, and capture the overall impact of WUSC's Local Committee network. It can also be a valuable tool for supporting the organizational memory of your Local Committee. Finally, it is where you will find the Intent to Sponsor form.

To access MyCommittee, contact a member of WUSC's Campus Engagement Team.

CHAPTER 4
BUDGETING FOR STRONG FINANCIAL SUPPORT

Financially supporting the student is an integral part of the sponsorship. By committing to the sponsorship, you are agreeing to provide the student with at least 12 months of financial support.

The Cost of Sponsorship

According to Canadian legislation, the minimum amount accepted by Immigration, Refugees and Citizenship Canada for a one-year private sponsorship of an individual refugee in Canada is $13,500. This amount can be calculated from both cash and in-kind donations. The amount for a WUSC sponsorship is always higher than this because WUSC sponsorships also include tuition and other school-related expenses. Depending on the structure of the sponsorship and the cost of living in your community, **an SRP sponsorship is generally valued at between $25,000 and $35,000.**

All Local Committees must fill out a budget in their Intent to Sponsor (ITS) form, which must be approved by WUSC before the sponsorship begins. Each committee must have the necessary finances in place, or a sound strategy to fundraise for them, before the arrival of the student.

Establishing your Budget

To help you establish a realistic budget, WUSC has broken down items into mandatory support, recommended support and optional support. To be approved for sponsorship, **Local Committees must have funds in place for the mandatory items**, while the other two categories are non-compulsory. Note that every sponsorship is different, so there is no single budget model that applies to all WUSC committees. The cost of living in different communities varies, as does the cost of going to school at different institutions. Many factors will affect the overall cost of sponsorship.

Have a look at the budget below to help you design your own budget based on WUSC's recommendations, the cost of tuition at your institution, and the cost of living in your community.

Once you have finalized your budget, calculate your available funds, including those generated by student levies, in-kind donations (tuition waivers, residence waivers, meal plan waivers, etc.), and fundraising events. Funds that are raised must be equal to or greater than the mandatory budget items. Before approving a sponsorship, your Local Committee must show WUSC that it has enough money to cover all mandatory expenses, factoring in all the necessary costs.

Mandatory support for a 12-month sponsorship

Local Committees must budget for the following items when preparing for sponsorship:

Budget Item	Details	Amount
SRP Contribution Fund *(see Ch. 6)*	• Mandatory for all committees that wish to sponsor • Must be submitted by January 31st	$2,000-$5,000
Initial settling in	• Should include towels, sheets, toiletries, and other basic furnishings Q: Can items be donated in-kind?	$50-$300
Food	• Monthly allowance for off-campus food and/or cost of the campus meal plans • Budget may change during holidays and summer Q: Is a meal plan waiver available?	$2,400-$4,000
Rent and utilities	• Residence and off-campus housing costs vary significantly depending on city/town • Residences may not be open in the summer so budget for summer accommodation Q: Is a residence waiver available?	$4,000-$8,000
Personal expenses	• A monthly stipend to cover things such as toiletries, phone cards, stamps, etc • Student should not have to account for this money	$1,200-$2,400

Clothing	• Allowance to buy clothing and shoes • A one-time allowance to cover the cost of buying winter clothes	$500-$800
Transportation	• Bus pass • Transport to visit friends and family during holidays • Depends on cost of commuting to school	$100-$800
Emergency funds	• For medical or dental care not covered by provincial health care, the Interim Federal Health Program, or university/college health insurance plan • We require Local Committees to have $1,000 at their disposal per SRP student sponsored for unforeseen expenses.	$1,000
Tuition[20]	• Cost depends on number of courses taken, program in which registered, and school Q: Is a tuition waiver available?	$500-$7,000
Books and school supplies	Q: Is a bookstore waiver/credit available?	$750-$1200
Computer	• Nearly all course work requires computer access • Q: Can this be purchased second-hand or be donated?	$500-$1,000

[20] The SRP student will be a permanent resident upon arrival in Canada, so should not be paying international student fees.

Recommended support

The following items are not mandatory but are items that WUSC strongly encourages Local Committees to provide for the students:

Budget Item	Details	Amount
Travel loan repayment *(See Ch. 11)*	• Some committees have the capacity to cover the student's travel loan to Canada in full. Other groups provide the funds for monthly payments while the student is being sponsored.	$2,500-$3,500
International Forum - SRP National Training and Post-Arrival Session for newly arrived SRP students	• We recommend that the Local Committees budget an amount for participation at the Annual General Assembly (AGA)/ International Forum. This allows your Local Committee to participate in the SRP national training in January, and/or for the SRP students to participate in the post-arrival culture session for newly arrived SRP students	$200-$2,000
Long distance phone cards/plan	• SRP students will want to call home and their families do not always have access to internet, so budget for this item if possible	$100-$200

Optional support

The following items are not mandatory but are included by some committees as part of their sponsorship:

Budget Item	Notes	Amount
Orientation in Canada	• Orientations by Local Committee may be supplemented by orientations provided by settlement agencies in your community and/or the international students office	$100-$250
Support beyond 12-months	• If funds are available, some committees provide funding for a second year or longer	Depends on the nature of the support

Reviewing the Budget with the SRP Student

Shortly after the SRP student's arrival in Canada, **review the budget with them and explain how the sponsorship is funded**, the amount of their monthly allowance, how they will receive the allowance and the dates that they will receive it. It is important to ensure that the monthly allowance is distributed in a consistent way, according to a regular schedule, as it can become a major source of stress for SRP students.

No matter how well a budget is planned, it will usually require adjustment. Take time to sit with the SRP student on a quarterly basis to discuss the budget and reassess whether it is meeting both parties' needs. **Determine a process for re-negotiating the budget if need be**. Explain that you are working from a fixed budget that has limited flexibility. **Emphasize that every Local Committee's situation is different and that no two sponsorships are identical**.

Managing Expectations

Funding can be a contentious issue due to several factors: the amount of money available and how it is allocated; the students' expectations for their standard of living; the students' spending choices; and the Local Committee's perception of what amount of funding is adequate for the sponsorship. Ensure that someone who is knowledgeable about the budget is meeting with the SRP students to provide information about how it is going to work.

Money can become a source of tension if the SRP student feels that their spending is being monitored too closely, which can make them feel childlike and dependent. Another problem may be that the SRP student feels pressure to send money home to family or friends, which can

leave them with inadequate funds to pay for school. Be sure to include a weekly/monthly allocation to the student that is for them to spend freely. If the student feels that this is not enough, explore different options with them. The student may be willing to take on a part-time job during the school year in order to have more discretionary funds. Emphasize the importance of learning how to budget. This is a vital life skill that the student should learn as soon as possible!

Financial Literacy

The Organization for Economic Co-operation and Development has defined financial literacy as "a combination of awareness, knowledge, skill, attitude and behaviour necessary to make sound financial decisions and ultimately achieve individual financial wellbeing." In order to support the SRP student to develop these skills and knowledge, we encourage the Local Committee to plan an appointment with a financial advisor, either on campus or off-campus, to provide understanding of Canadian financial culture (i.e.debit, credit, loan, student loan, taxes, etc.) and build budgeting skills.

Financial Management

All Local Committees, regardless of their structure, must ensure fiscal responsibility. Each committee must identify a **treasurer** who will be responsible for the bank account, the yearly budget, monitoring expenses and revenues, and keeping financial records up to date. In some cases, a staff or faculty advisor will act as the Local Committee's treasurer, with student members in a supporting role.

It is important to be diligent and transparent when managing money in order to remain accountable to funders for how it is spent. Below are some record-keeping guidelines to keep in mind:

- It is imperative to **keep a record of all financial (cash in/cash out) transactions** that is updated on a regular basis. All transactions should have adequate supporting documentation.
- **Keep all cheques received as well as any letters or other documents** that came with the cheque. If you are making a cash deposit, make a note of the source of the cash. Keep a record of the deposit.
- **Payments made should be based on an invoice.** DO NOT make a payment before an invoice is received: you risk never receiving the invoice (and not having proper back-up documentation); or you risk making a double payment when the invoice does eventually come in. Record the payment. Attach the invoice to a copy of the cheque and file the documentation.

- When the bank statement is received, **review and reconcile all transactions** to ensure they are accurate and have been recorded. If bank charges or interest appear on the bank statement, they should also be entered into your records. Reconciling transactions is the most important step in the financial record-keeping process.
- **Get advice from your student union about setting up a bank account** for the Student Refugee Program. Given the special nature of the SRP, your Local Committee may choose to have two bank accounts – one for the Local Committee's general activities, and a second exclusively for funds related to the sponsorships. These bank accounts may be handled internally, by the student union or university/college/CEGEP administration, or externally, by the Local Committee.
- Ensure that there are at least **two signatories** on every bank account and that cheques require two signatures to be valid. One signatory should be the Local Committee treasurer; we recommend that the second be a faculty/staff advisor or individual who holds a permanent position on campus. By working with a faculty/staff advisor, you will ensure that financial knowledge is retained from year-to-year. The Local Committee's spending on the SRP will also be legitimized. During year-end transition, please follow the transition guidelines set out by the student union or appropriate banking signatories. Sometimes, outgoing and incoming signatories must be present to sign a transition form; make sure you plan ahead.

Yearly Funding Review

If your levy is managed internally by your university/ college/CEGEP, then auditing will happen automatically, as part of the university, college or CEGEP's own auditing process. If your Local Committee is given a cheque for the value of the student levy and you deposit it in an external bank account, the auditing process will be more difficult. Auditing can be very expensive, so try to have it covered by the student union or the university/college/CEGEP administration.

Extra Money in your SRP Account?

Your SRP financial resources will vary from year to year due to changes in the number of students paying into the levy (i.e. enrolment levels at your school), the number and value of donations you receive, the SRP student's particular needs, and the cost of inflation. This means that each year your Local Committee will have to re-assess its finances to determine if it has enough funding to cover its projected expenses, or if it is accumulating excess funding in its accounts.

Local Committees should NOT be accumulating large sums of money in their bank accounts without a sound and transparent plan of how it is to be used. However, if the Local Committee has extra money in its SRP account, you could consider sponsoring an additional student.

CHAPTER 5
SECURING FUNDING

If you're just getting involved in the Student Refugee Program, the thought of fundraising for a 12-month sponsorship can be daunting. But don't be discouraged! There are tried-and-true ways to fundraise for the SRP. The important thing, however, is to be strategic!

Start by defining your fundraising goals. For example, goals can include:

- Fundraising for your first sponsorship
- Increasing funds for existing sponsorships
- Fundraising to increase the number of sponsorships on your campus
- Securing more sustainable funding sources
- Combining fundraising with a public education campaign

There are often financial resources available within your community that you may not be aware of at first. Publicizing what is needed often brings forth many unexpected responses from within and beyond the campus. Make direct contacts within the community and let people know exactly what is needed. Provide a list of specific options and let them decide how they wish to help. The SRP student may also wish to be involved in the fundraising effort.

Funding Sources

Levies

Student levies are an excellent way to secure stable and lasting funds for the Student Refugee Program, and are among the most common sources of funding for SRP sponsorships: more than 78% of campuses across the country collect levies for the sponsorships on their campus from students and/or faculty.

To establish or increase a student levy for the SRP, a Local Committee will usually run a **referendum campaign**, asking the student body to vote on adding a compulsory levy for the SRP to their annual student fees (or, if already existing, have it increased). The levy operates like a student tax: just as our government collects taxes, the student government can establish and collect student levies. Often these fees are introduced to cover an annual bus pass for each student, the campus radio station, or the student newspaper. They can also go to campus-based initiatives such as the SRP!

The benefits of an SRP student levy are significant:

- Financial resources for sponsorship are guaranteed from year-to-year;
- Funds are available in cash;
- Students are helping students;

- Referendum campaigns engage the campus on refugee issues;
- When students demonstrate their commitment to the SRP, the university/college administration is more likely to support the program and match funding;
- When funding is in place, a Local Committee can focus on other aspects of the sponsorship, such as supporting the SRP student and raising awareness on campus about refugee issues.

Thinking about holding a referendum campaign? Follow these 10 steps!

1. **Contact WUSC's Campus Team** to let us know your goals, get advice, and receive a package of helpful materials;
2. **Meet with your student union** to discuss rules and regulations;
3. **Research your campus context;**
4. **Set your goal;**
5. **Do the math!** Figure out exactly what levy amount you will need to achieve your goal;
6. **Write the referendum question** (and make sure it does not jeopardize your existing levy);
7. **Strategize fund management** (i.e. who will distribute funds to students and how often?)
8. **Make connections on campus** - find partners who will help you spread the word on campus;
9. **Train your members** so they can be ambassadors for a "YES" vote on your campus!
10. **Engage your campus!** Mobilize students in different years and departments to get out and vote!

For details on these steps and more tips, please read the Referendum Guide.[21]

If you have strong faculty support on campus, consider approaching your university/college/CEGEP faculty association about establishing a **faculty levy** and/or payroll deductions for the SRP. This option may be most easily achieved by committees that work closely with a faculty advisor who is a strong supporter of the program.

[21] Find the Referendum Guide on the Resources page: https://wusc.ca/volunteer/local-committee-resources/

Waivers

Different partners can be approached to waive or eliminate the costs associated with attending the institution.

What kinds of costs can be waived?

- Tuition fees
- Residence fees[22]
- Meal plan
- Books

Who (on and off campus) can you approach for waivers?

- University/college/CEGEP administration
- Housing services
- Bookstore
- Food services on campus

How can you get a waiver?

Local Committees must build partnerships on campus in order to secure waivers. Let WUSC know that you would like to try to secure waivers and we can provide support (such as the "Letter for waiver" template in Appendix B of this guide). A formal letter in addition to setting up an in-person meeting can go a long way to secure waivers. It is also important to know your budget in detail and be able to explain how the waiver would strengthen the SRP on your campus (i.e. by improving financial security of students, enabling the Local Committee to sponsor more students, etc).

When negotiating for waivers, ensure that you sign a **Memorandum of Understanding (MoU)** with each partner that outlines the terms and length of the agreement. This also helps to mitigate the risk of losing a waiver if there is a change in leadership in your campus administration. Don't forget to send a copy of the MoU to WUSC in case of turnover on your campus.

[22] Keep in mind the type of room arrangement that might be offered with a waiver; see if the residence has all-female or international student floors available, and confirm whether the student would live in a single or double room for example.

Donations

Securing donations (cash and in-kind) can be a great way to engage various groups, on and off-campus, in the Student Refugee Program. Some people may donate cash to fund sponsorships, while others may offer in-kind donations (computers, winter clothes, etc).

Consider approaching the following groups for donations:

- Businesses: Local businesses may be interested in offering in-kind donations (e.g. bicycle, computer) and/or participating in a campaign;
- Individuals: Develop your network of fellow students, parents, community members, WUSC alumni, faculty, and staff, etc. and engage them in the SRP. Remember that individual donors can receive tax receipts when they support the SRP;[23]
- Local organizations: Consider contacting your local Rotary or Lions Club service organization for support. They may be able to help you organize an event in your community, or offer grants to support the sponsorship;
- Your institution's advancement/development office: Institutions often solicit alumni for donations to special projects. Approach them to see if the SRP could be a good fit. In addition, your administration might have in place, or be willing to establish, a scholarship that an SRP student could access.

Fundraising Events

This is where your creativity comes in! Fundraising events for the Student Refugee Program can range from high-profile galas to dinners, from garage sales to concerts. By reaching out to the campus and wider community, you can raise money, raise the profile of your Local Committee and the SRP, and have a lot of fun![24]

While an event may not provide a renewable source of funding, don't underestimate the impact of raising the profile of the SRP; it may pay off in the long run, when you approach the student body with an initiative such as a proposed SRP levy. In addition, you can use our Raisin platform to create an online campaign, which may generate larger sums of money.

[23] See the "Fundraising FAQ" on the *Resources* page for information about how tax receipts are distributed.https://wusc.ca/volunteer/local-committee-resources/
[24] For event ideas and suggestions about how to make your event a success, check out the Best Practice Guide.

Saying "thank you"

The success of the Student Refugee Program depends on the cooperation and effort of many different parties, including financial donors and people who offer their time and energy. Foster a good relationship with your supporters and make it a priority to **express your thanks every year** – whether through a card, a photo of your Local Committee, or a letter. Little gestures pay off! By thanking your supporters and showing them that you recognize and appreciate their contributions, they will be more likely to continue supporting your work, and will be more open to investing in new proposals you put forward.

Funding models across Canada: Where does your school fit in?

Funding models for the Student Refugee Program vary among schools. The numbers presented here are approximate figures for 2018-2019 sponsorships across Canada:

78% of sponsoring Local Committees collect student levies

- Overall average (mean) student levy: $6.50/student/year
- Maximum levy: $20/student/year
- Minimum levy: $0.44/student/year

Waivers

- 60% of institutions provided tuition waivers
- 46% of institutions provided residence waivers
- 35% of institutions provided meal plan
- 15% of institutions provided bookstore credits

All Local Committees provide one year of full financial support to SRP students, while 55% of Local Committee provide support beyond the first year.[25] If your Local Committee is interested in providing support beyond the first year, consider providing more support through multi-year waivers, so that funds are not taken from the levy. Less funding will prevent you from welcoming additional students. There are many options available to SRP students to secure funding for the remainder of their education, such as scholarships, bursaries, loans, and employment. (Please see Ch.11 for more details).

[25] SRP program data, 2018

CHAPTER 6
COMMITTING TO SPONSORSHIP

Once you've put the foundations for sponsorship in place, it's time to commit! Whether you are a brand new Local Committee looking to sponsor with the Student Refugee Program for the first time, or a new member on a well-established committee, read through this next chapter carefully to learn how to begin the sponsorship process.

Intent to Sponsor Form

The Intent to Sponsor (ITS) form is the application that a Local Committee must fill out every time it wishes to engage in sponsorship. By completing the ITS form, a Local Committee formally indicates to WUSC its interest in sponsoring one or more refugee students. To be eligible for sponsorship, your Local Committee must demonstrate in the ITS form that you have the human and financial resources in place to sponsor a refugee for a minimum of 12 months.

The Intent to Sponsor form is due every year in November, and it is imperative that it is submitted on time. If your Local Committee misses the deadline, WUSC cannot guarantee that your Local Committee will welcome a SRP student the following academic year. WUSC uses the information provided in the ITS form as an indicator of how many refugees to recruit and prepare for sponsorship.

The Intent to Sponsor form can be accessed on the MyCommittee platform, available through WUSC's website.

When you submit the Intent to Sponsor form, you will be asked to read and sign the **Statement of Understanding**, which is your formal agreement to sponsor a refugee. Included in the Statement of Understanding is WUSC's **Code of Ethics** for sponsorship. The Code of Ethics outlines the values on which sponsorship should be based. It should be used as a reference throughout the sponsorship; please find the Code of Ethics in Appendix D.

SRP Contribution Fund

What does the Contribution Fund cover?

The Contribution Fund is used to cover the costs associated with the selection and preparation of the SRP candidates overseas, as well as the support offered to Local Committees in Canada. It also enables the SRP to be sustainable, as opposed to relying solely on external funders.

The following preparations are essential to the SRP student's admissibility and success at a Canadian post-secondary institution:

- Student recruitment and screening (status verification, academic document validation)
- Collection of documentation and completion of profiles

- Coordination of immigration process including medical and security clearances and partnership management (United Nations High Commissioner for Refugees, the International Organization for Migration, governments of countries of asylum, Canadian and Quebec Immigration etc)
- Advanced language training and IELTS/TOEFL Preparation
- Official language testing (IELTS/TOEFL)
- Canadian academic and cultural orientation and preparation
- Advanced computer classes

The following preparations are essential to a Local Committee's ability to support students, and to the student's application being approved by Immigration, Refugees and Citizenship Canada (IRCC):

- Coordination of the placement and immigration process
- Training and capacity building for Local Committees
- Ongoing support to Local Committees and SRP students throughout the sponsorship period
- Material and resource development

Local Committees interested in sponsoring a refugee student are required to submit a Contribution Fund for each student they wish to sponsor. The SRP Contribution Fund amount per student for each campus is determined by the size of the institution and the capacity to leverage funds. The Contribution Fund amounts per SRP student for each campus size are as follows:

Campus size (# of students/campus)	Contribution Fund amount (per student)
>10,000	$5,000
5,000-10,000	$4,000
2,000- 5,000	$3,000
<2,000	$2,000

Contribution Fund Guidelines

Local Committees must submit the Contribution Fund before the end of the fall semester prior to the sponsorship year in order to be eligible to sponsor a student. While the vast majority of SRP students arrive in Canada as planned, in exceptional cases an SRP candidate may withdraw from the program at the last minute. WUSC will not refund the SRP Contribution Fund to your Local Committee if this occurs, but will carry over the amount as a credit for the following sponsorship.

If funding will be a challenge for your Local Committee, please let WUSC know so that our staff can explore fundraising strategies with you. Once you have determined the Contribution Fund amount for your campus, please make your cheque payable to WUSC and write your Local Committee's name and "SRP Contribution Fund" on the memo line. When mailing the cheque to WUSC, please write "Attn: Student Refugee Program" on the envelope.

The Placement Process

Candidate dossiers

Once WUSC and its overseas partners have recruited and selected candidates for the SRP, each successful candidate is asked to prepare a dossier to be sent to Local Committees for review. Each dossier contains the candidate's post-secondary transcripts, English or French language test scores (e.g. IELTS), biographical information, and a note about what they are looking for in a post-secondary degree (e.g. what program they would like to pursue).

WUSC distributes the dossiers to Local Committees around March, and tries to match the needs of the Local Committees and the SRP candidates. Local Committees are asked to verify the candidates' admissibility with their institution, rank their preference of candidates and send this information back to WUSC. WUSC then finds a placement for each successful SRP candidate and ensures that all candidates are sponsored to Canada.

Assessment of admissibility process

The following is an overview of how your Local Committee should go about assessing the admissibility of SRP candidates. Please note that when WUSC sends the candidates' dossiers, WUSC will also send detailed instructions about how to assess the admissibility of the candidates. **The documents provide the admissibility process guidelines and should be reviewed carefully.**

Step 1: Check your emails and read carefully

During the placement process which begins around March, primary contacts listed in the Intent to Sponsor form will receive an email containing the following:

- **Student dossiers**
    - This confidential file contains all of the information available on SRP students that would be relevant to Local Committees. The file includes: the student's biography, their TOEFL/IELTS test scores, their transcripts, their diplomas/certificates (if any) and their profiles (which outline, among other things, their academic preferences).

- **Confidentiality guidelines**
    - The guidelines explain how to respect the confidentiality of students, and include information on with whom it is appropriate to share the dossier, and when dossiers should be destroyed.

- **Special notes**
    - These allow Local Committees to have a better understanding of the general background of SRP candidates. They include information on language tests, additional barriers that can exist for female candidates, and information on the refugee contexts in which we work.

- **Letter to admission**
    - Includes information about WUSC and the SRP, notes on language tests, provide examples of the types of challenges SRP students may have faced, etc.

- **Assessment form**
    - Form used to rank candidates according to admissibility and best fit for your institution.

Step 2: Establish a subcommittee

WUSC will send your Local Committee 2-3 dossiers to review per placement on your campus. Since the dossiers contain highly personal information, your Local Committee must establish a subcommittee responsible for the evaluation of the candidates. This subcommittee should be composed of a **maximum of** 3 individuals, including your staff/faculty advisor (if one exists), and no more than one SRP student. **Members of the subcommittee must agree to maintain confidentiality throughout the process.**

Step 3: Verify admissibility with the admissions office

The first step a subcommittee should take is to verify the admissibility of each candidate with the admissions office and get this confirmation in writing (indicating the reasons they are not admissible, if applicable).

During your meeting with the admissions office, you may need to advocate on behalf of the student (with the help of the supporting documentation listed above). For example, issues such as a lack of documentation (i.e. missing a transcript), or poor grades in certain areas, including language test scores, may need to be explained to the admissions office. It is important that you explain the special circumstances under which SRP students may have completed tests and that the scores may not accurately reflect their abilities.

Step 4: Complete assessment form and send to WUSC

Once you have received the confirmation of admissibility from the admissions office, the subcommittee should identify criteria for selection in order to fairly assess the candidates. **Every committee's criteria for ranking will be different.** The subcommittee will then proceed with the evaluation of the dossiers and rank candidates in order of preference. It is important to note on the form provided by WUSC if any candidates are not admissible to your institution.

NOTE: This step allows WUSC to verify the admissibility of all SRP candidates at the different partner institutions and ensure that each candidate has a placement.

Step 5: Wait for confirmation of placement from WUSC

WUSC's role is to place each SRP student accepted into the program at a post-secondary institution where a placement spot is available. The number of SRP students is equal to the number of placement spots available at institutions across Canada. WUSC will assign an SRP student to your campus based on your ranking of the dossiers while also taking into account the placements available at institutions across Canada. Factors that influence placement can include: proximity to family members, strengths of the Local Committee, and best fit for the program of choice. Local Committees are usually provided with the name of the SRP student who has been placed at their campus in the spring. **For confidentiality reasons, their name should not be shared publicly without the student's explicit consent.**

Do not contact the students. It is important to respect the different stages of the sponsorship process; contacting the student when you initially decide to sponsor them is not appropriate. For more information, please see "Communication Prior to Arrival" in Ch. 7.

Step 6: Registration for university/college/CEGEP

Please follow your institution's procedures for securing an official admission letter for the student. Provide your institution with the Local Committee's SRP primary contact address as the mailing address for the SRP student. Once you receive the admission letter, a copy should be e-mailed to WUSC's National Office, to the attention of the SRP. Communicate with us regarding any important deadlines regarding confirmation of enrolment. For answers to frequently asked questions about registering the SRP student to classes, please see Appendix E (pg. 120).

Immigration Forms

Once the placement of the SRP students has been confirmed, WUSC will email instructions to finalize the immigration process. Upon receipt of the WUSC email, it is imperative that you read the instructions carefully and **immediately submit the documents to IRCC at the email address provided**. Ensure that the person signing the immigration documents is committed to being involved during the 12 months of sponsorship, and that this person has Canadian citizenship or permanent resident status. The sponsorship undertaking form (part of the package to be sent to IRCC) indicates your commitment to supporting a refugee student and is also the official document that seals the contract. The SRP student's travel documents will only be issued when this information has been provided to IRCC and sent to the Canadian High Commission overseas. **Late submission of the IRCC form may jeopardize the SRP student's timely arrival.**

If the Local Committee is located in the province of Quebec, please note that you won't need to fill out the immigration documents. WUSC will be liaising with MIDI (Ministère de l'Immigration, Diversité et Inclusion) on behalf of the Local Committee.

Confidentiality

WUSC has an ethical responsibility to protect the privacy of all refugees who apply for the Student Refugee Program. This responsibility extends to all members of a Local Committee. Since dossiers contain highly personal information, they should be treated as highly confidential documents:

1. Dossier content should not be disclosed to persons outside of the evaluation subcommittee. This includes other members of the Local Committee, boyfriends, girlfriends, parents, professors, peers, former SRP students, etc.

2. All records containing personal information should be kept in a secure location, and protected against unauthorized access (preferably in your staff/faculty advisor's office).

3. All documents about potential SRP students who have been de-selected should be shredded, deleted, and disposed of after you receive final confirmation of the name of the candidate who will be sponsored on your campus. *Note: Do not shred the dossier of*

the student(s) who will be sponsored on your campus, as you will need this information when registering them for classes.

CHAPTER 7
ARRIVAL AND ORIENTATION

Communication Prior to Arrival

WUSC's National Office assumes responsibility for liaising between SRP candidates and Local Committees until the candidates have been approved for resettlement, and asks that Local Committees **refrain from communicating with the SRP candidate until they have arrived in Canada**. This may seem counterintuitive, but there can be unintended implications of early communications. For example, SRP candidates are often still progressing through the necessary medical and security clearances during the same time period that Local Committees are reviewing their dossiers. While the vast majority of candidates are approved for immigration, in exceptional cases a candidate may be delayed or denied entry to Canada. WUSC has developed the above policy because inaccurate or unconfirmed information sent to SRP candidates can have an impact on their emotional wellbeing. WUSC does not want to falsely raise the candidates' expectations for resettlement and/or sponsorship at a specific academic institution before all outstanding processes have been resolved.

Preparing for Arrival

In the weeks leading up to the student's arrival, your Local Committee should:

- **Confirm that the student is registered and enrolled in classes**. Base the course selection on the information provided in student's dossier and what program they wish to pursue. Consider registering them for less than a full course load for the first semester (see Ch 8). Ensure that tuition has been paid.
- **Arrange the student's accommodation**. WUSC tries to arrange for students to arrive two weeks before classes begin, but this is not always possible. If the students are to arrive early, arrange for a homestay with a family for a few days before they move into residence or an apartment.[26]
- **Set up a meal plan** or funds to buy groceries and cooking utensils, etc.
- **Assemble items to help the student settle in**. Presume that the student will arrive with almost nothing. Gather items needed by a student going away to school for the first time (e.g. toiletries, bedding, a backpack, school supplies, etc).
- **Prepare a community orientation kit** for the student with information on the city or town, transportation options, postal information, community services, etc. Consult a local settlement agency for information relevant to newcomers to your area.
- **Enroll the student in a campus orientation**. Check with the international office to find out about special orientation sessions for international students, and learn what other programs and services the office provides. Although SRP students are permanent

[26] Local Committees are fully responsible for the SRP students' accommodation from the time of their arrival in Canada. WUSC's National Office will not assume any costs associated with providing a homestay to a SRP student.

residents upon arrival, they will face similar obstacles to international students when entering university/college life.

- **Obtain application forms for key government documents** such as a Social Insurance Number (SIN), provincial health care card, etc. Information about these can be found on federal and provincial government websites.
- **Await notice from WUSC of the student's arrival date**. While WUSC requests that SRP students arrive in mid-to-late August, travel arrangements are ultimately coordinated by the International Organization for Migration (IOM). WUSC will immediately notify your Local Committee once this information has been received.
- **Learn about the student's country and cultural context**. The Refugee Sponsorship Training Program (RSTP) offers great resources on the contexts in countries of origin and asylum, as well as links to government pages about sociocultural norms.[27]

Special considerations for sponsoring women

As we approach gender parity among candidates selected to be part of the SRP, more campuses will be sponsoring women. To best support these students, ensure you have representation of women on your Local Committee. Inform the student about options for feminine hygiene products in Canada (keep in mind they may be different than those in their countries of origin or asylum). Provide some options for these items on arrival and include room in your budget to help cover these costs through the year. Many campuses have women's centres and other resources on campus (i.e. related to sexual and reproductive health). During your campus and community orientation, introduce the student to these resources.

Late arrivals

Refugee sponsorship is always an uncertain process, with many variables that are beyond WUSC's control. Although the vast majority of SRP students arrive in Canada in time to start September classes, in certain cases this is not possible.

WUSC will notify your committee if the SRP student will be delayed as soon as information is available. If the student does arrive late, work closely with them to get them settled in quickly and help them catch up on their classes if needed.

[27] https://www.google.com/url?q=http://www.rstp.ca/en/refugees/country-condition-information/&sa=D&ust=1528376411464000&usg=AFQjCNEWHl3lLVagMcedDs6t4P611CXizA

Cancellations

The vast majority of selected SRP candidates arrive in Canada and are successfully sponsored by Local Committees. Unfortunately, however, SRP students' arrival in Canada is never assured and, on exceptional occasions, SRP candidates may withdraw from the program at the last minute. These are usually for reasons unforeseen by WUSC: For example, they've received a scholarship offer elsewhere, their family is resettling to another country, or they have simply changed their mind. While disappointing for Local Committees, these last-minute decisions are beyond WUSC's control.

Local Committees will be notified immediately upon news of a cancellation, and WUSC will do its best to find another candidate, if available. Unfortunately, however, this cannot be guaranteed and the Local Committee may have to wait until the following year to welcome another SRP student. For this reason, **Local Committees should not publicly announce the name of the incoming SRP student until that student has arrived in Canada and has given permission for their name to be released.**

Greeting the Student

An SRP student's arrival in Canada is always an exciting time. WUSC will send you the student's travel schedule as soon as this information becomes available. The International Organization for Migration (IOM) is responsible for coordinating SRP students' travel to Canada. Typically, the IOM schedules SRP students' travel so that they arrive in mid-August, in time for the beginning of school; however, an August arrival date is not always possible.

Most students travel through Toronto or Montreal and take connecting flights within Canada to their final destinations. Make sure to confirm when and where the student will be arriving so that you are there to meet them. **It is very important that you greet the student at the airport!** Bring a small welcoming party to the airport, and if possible have a former SRP student present. Be on time, bring a camera to record the event (remember to ask for students' consent before taking a photo or posting online), wear your WUSC t-shirts, and carry signs of welcome so that the student can easily identify you. This is also a great time to connect with other Local Committees that will be waiting for SRP students!

Immediately after the student's arrival

- **Review the Post-arrival checklist in Annex F.**
- **Give the student some time to rest!** The student has just spent over 18 hours traveling and is likely very tired. Give them time to settle in before planning a social activity.

- **Look after the student's basic needs:** food, a shower, and sleep. Keep in mind that you may have to explain things about the immediate environment, such as how to operate appliances.
- **Assist the student to contact relatives back home**. Help the student access email, or if they would rather use a phone, give them a phone card.
- **Provide the student with contact information** for several members of the Local Committee and for WUSC's National Office, and directions for getting in touch easily.
- **Inform WUSC of the student's safe arrival** by sending an email to the SRP team. Ask the student to personally get in touch with the Senior Program Officer who is responsible for following up with them. Please advise them to look for a welcome letter from the SRP team in the coming weeks.
- **Confirm that the student has applied for a permanent resident card** and send their new contact information to IRCC.

Permanent Resident (PR) Card

The permanent resident (PR) card is the SRP student's most important piece of government-issued identification, as it provides proof of their status in Canada and includes their Record of Landing. As a permanent resident, the student can receive most social benefits given to Canadian citizens, including health care coverage and access to student loans. After several years of living in Canada, they can also apply for citizenship.

Upon entry into Canada, SRP students are given a package that includes information about their travel loan (see Ch. 11) and about how to apply for a permanent resident card. If the student already knows their new Canadian mailing address, they may provide this information to the immigration officer upon arrival. In this case, the student should expect to receive a PR card in the mail within 4-6 weeks. If the student does not know their Canadian mailing address upon arrival, they will need to call or email IRCC with their Canadian residential address as soon as possible, in order to receive a PR card.[28] **Please confirm with the SRP student on your campus that they have received a PR card.**

Delivering an Orientation

Plan to spend significant time with the SRP student during their first days and weeks in Canada. During this time, the Local Committee plays the important role of "information provider" by providing resources, explaining how to use them, and explaining where to find

[28] https://www.canada.ca/en/immigration-refugees-citizenship/services/new-immigrants/pr-card.html

additional support. As time passes, the SRP student will gradually become more independent, in preparation for life after sponsorship.

Tips for an effective orientation

- Involve various members of the Local Committee and former SRP students;
- Be flexible in terms of timing and content;
- Let the student express what they are curious about;
- Build on what the students already know;
- Listen carefully and respond to their immediate needs;
- Ask open-ended questions instead of "yes" and "no" questions since they may be hesitant to answer "no";
- Remember that humour and sayings are culturally specific and some may not be understood or may cause offence;
- Be aware that social/cultural norms differ especially with respect to gender roles, sexuality, etc;
- If possible, get former SRP students on your campus to assist in the orientation session.

An orientation should enable SRP students to make informed decisions, navigate and access services available on campus and in the greater community, take action that leads to increased independence, and know about their civil rights and law enforcement (see Ch 9). Include social events in your orientation, so that it is informative and fun!

First Days in Canada

The student's first few days in Canada will be exciting and busy. As part of the student's orientation, keep in mind that they will be recovering from jet-lag as they begin their new life in Canada.

- **Give the student some petty cash** and explain Canada's banknotes (bills) and coins.
- **Explain where and how to access (affordable) food**, whether through the campus meal plan or at local grocery stores.

- **Explain the telephone and internet systems** and the need to use phone cards when making long distance calls. The student will be eager to call home, but will end up with large phone bills unless they use phone cards, or a communication platform such as Skype or Whatsapp, where possible.

- **Confirm that the student has applied for a permanent resident card.** To receive one, the student must provide IRCC with their new mailing address in Canada.
- **Confirm the student's registration for classes.** Ensure that the university/college/CEGEP registration is complete and that everything is finalized with the course schedule. Explain that the courses can be changed once the semester starts.
- **Apply for a Social Insurance Number (SIN).** It is essential that the student does this as quickly as possible, since this is a main form of identification for Canadian residents and is required in order to secure employment in Canada. It is also helpful when applying for a bank account, student loans, etc. Learn how to apply at: https://www.canada.ca/en/employment-social-development/services/sin/apply. *Note that in some cases, students receive their SIN at the port of entry.
- **Apply for provincial health insurance.** Visit the main website for your province/territory to determine how the student should apply.
- **Apply for the Interim Federal Health Program in the first 10 days if not already done at the port of entry upon the SRP student's arrival.** You can submit this application online at the following link, or help the student contact your local IRCC office to set up an appointment for assistance in completing their application. http://www.cic.gc.ca/english/refugees/outside/arriving-healthcare/individuals/apply-how.asp
- **Read and sign the WUSC Roles and Responsibilities Tripartite Agreement (R&R TA) with the student.** The R&R TA describes roles and responsibilities of each party (Local Committees, SRP students and WUSC) through the 12-month sponsorship (see Appendix A).

Orientation to the SRP on your campus

In most cases, SRP students will have learned how the SRP operates during an orientation session prior to their departure for Canada. They will also likely have read WUSC's *Pre-Departure Orientation Guide for WUSC SRP Students.* Nevertheless, SRP students are often unclear about WUSC itself, and they will not have been briefed on the particulars of your Local Committee.

Since each sponsorship is unique, it is very important that you **explain the nature of the SRP as it exists on your campus**. The SRP students may have the impression that the Local Committee is a wealthy organization, may feel intimidated by the whole process, or may have little knowledge of their responsibilities and relationship to the Local Committee. Indeed, each committee has a distinct structure and makeup, and operates differently from all the others. In order to help the students understand the process, review the R&R TA.

For an effective orientation to the SRP on your campus:

- **Explain that the sponsorship will include social, financial, academic, health & wellbeing, and self-reliance support for 12 months.**
- **Explain finances** and the monthly allowance, in particular how and when the student can access money. Explain how the sponsorship is funded and review both the Local Committee's and the SRP student's responsibility for budgeting.
- **Introduce key staff and faculty**. Arrange for the SRP student to meet with the faculty/staff advisor (if one exists).
- **Explain how WUSC is active on campus and how**, if interested, the student may get involved.
- **Introduce former SRP students**. They can often help the new student adapt to life in Canada and explain Canadian social norms.
- **Introduce the Local Committee**. Consider doing this through a social activity such as a potluck.

Campus and academic orientation

If possible, get support from the international students office and an academic advisor from your college or university when giving the SRP student a campus and academic orientation:

- **Give a campus tour.** Show the student where and how to access services such as libraries, computer labs, and cafeterias. Invite the student to participate in a campus orientation for international students, should one be offered by the international office. This can enable the student to meet other newcomers to Canada.
- **Meet with an academic advisor to confirm course selection**. This will help the student feel involved in establishing their academic and career path. Choosing and/or confirming the courses taken for their first academic year will enhance the students' confidence and motivation to succeed. Schedule a follow-up meeting for later in the semester to confirm how classes are going.
- **Offer an online tour of the university/college website/online portal.** Significant resources for students are offered via an institution's website, including academic timetables, grade reports, email accounts, etc. Introduce these resources and help the student register for an email account.
- **Buy necessary textbooks and school supplies.** Show the student where to buy used textbooks, if available.
- **Meet with a student financial aid officer**. Have the student confirm that their course selection will not interfere with access to future student loans. Each province operates

differently, so verify that the student is registered for the minimum and/or maximum number of courses required to be eligible for student loans in second year.

- **Identify extra language classes**, exam preparation or essay workshops that the student might find useful.
- **Inform the student about the last day to add/drop classes**. Make sure the student is aware of the deadline to drop or add classes without penalty. It is important to let the student know that dropping out of a course does not mean a failure, but will rather help them focus more attention on fewer courses and help increase the overall grade point average (GPA).
- **Inform the student about clubs and societies on campus**, as these could provide them with opportunities to meet many people from Canada and other countries. The SRP students may want to have contact with others from the same country or ethnic group, for example.
- **Inform the student about the academic rules and regulations.** Build their understanding of classroom conduct, positive relationships with professors, and the consequences of plagiarism.

Community orientation

An orientation to Canadian society and to your community can be organized by the Local Committee with the help of a local settlement organization.[29]

- **Show the student around town**. The student is in a new country, with limited understanding of how to travel, what to eat, where to go. The first few days are crucial for going through a typical chore routine, such as grocery shopping, eating at a restaurant, using kitchen appliances, etc.
- **Help the student open a bank account**. Explain how debit and credit cards work.
- **Take the student shopping and explain how to find sales**. Introduce the student to stores where goods can be bought cheaply (e.g. good quality second hand stores, bargain shops, etc). Explain the "non-bargaining" nature of Canadian stores, the concept of self-serve shopping, GST and PST, and the various methods of payment.
- **Buy weather-appropriate clothing**. Show the student where to buy affordable, warm clothing.

[29] In almost all cities and towns there are associations for newcomers to canada. to find resources in your community, visit http://www.cic.gc.ca/english/newcomers/services/index.asp

- **Assist in finding a place of worship**, if the student expresses interest. This includes finding prayer rooms on campus.
- **Explain social customs of dating**, the laws surrounding sexual harassment, and who to talk to for more information.
- **Explain the transit system**: routes, fares, bus passes vs. tickets, etc. Also, explain the risks of hitchhiking in Canada since in some countries it is a very normal means of transportation.
- **Explain police, ambulance, and fire-fighting services**. Point out emergency sirens. Explain that police services are mandated and monitored to protect the public. Explain how to access emergency services on- and off-campus, e.g. by calling "911." (Read more about law enforcement in Ch. 9).

Healthcare orientation

As part of the SRP student's orientation, highlight medical services available on campus or in your community and explain how they can be accessed. In addition to the local health clinic, make sure to identify dental facilities, personal counselling services, pharmacies, and sexual health centres. Ensure that the SRP student is registered for all available health care plans.

All SRP students should be connected to the healthcare system and receive a full medical check-up after their arrival in Canada, which includes meeting a physician (specialized in refugee health or not), a dentist, an optometrist and a counsellor if they so desire. WUSC has prepared a letter that SRP students can choose to take to their first appointment with a physician (see appendix G). This letter will outline the key areas that are typically important for newcomers or refugees who may have lived for several years with limited access to adequate health care as some health professionals in Canada may not be familiar with refugee health issues. **The post-arrival medical appointment should be done within the first 2 months after arrival**. It is worth highlighting that the medical examination that SRP students have to go through overseas for immigration screening focuses on public health related medical issues and is not considered a full medical check-up.

Preventive approach to wellness

Some SRP students may come from a background where the cost of seeing a health professional has been too high and/or the availability of quality health care services may be limited for refugees. Also, in some cases, the approach to health may be more reactive than preventive, which means that people tend to wait to be sick before consulting a health specialist. We encourage SRP students to take preventative measures and to go see health specialists upon arrival *before* becoming ill. This helps students understand how to take preventative care of themselves and ensures that students know who to contact when they do get sick. Review with students all the coverage they have (provincial health care, the Interim Federal Health Program (IFHP) and, potentially a school

health coverage), and provide details around how to access them and make sure they know when they have to pay or not.

Provincial health insurance

The student should register for provincial health insurance as soon as possible after arrival in Canada. Provincial health care plans vary, but on average the student should be covered within three months. In some provinces the student is eligible for health care coverage immediately upon arrival. Information about applying for health care can be found on your provincial government's website.

The student should be informed that most medical services in Canada are free of charge and that Canadians usually go for an annual check-up and see a doctor whenever they encounter a health problem.

Interim Federal Health (IFH) Program[30]

The Canadian government provides an additional level of health insurance to all resettled refugees. The Interim Federal Health Program (IFHP) provides emergency dental and additional health coverage for refugees during their one year sponsorship period in Canada. Resettled refugees are eligible for IFHP immediately upon arrival in Canada, prior to their qualification for provincial health insurance plan. The IFH Program provides refugees with health care supports, dental, vision, and pharmaceutical care for 12 months. Local Committees' experiences with the IFHP vary from one province to the next. Please note that IFHP will reimburse the medical practitioner or dispenser *directly*, not the patient or the Local Committee. When the student is covered by IFHP, the Local Committee should never pay out-of-pocket for health care. Some medical professionals are already registered for the IFHP and some may not have heard about it. Information on which medical professionals are already registered with IFHP can be found here: https://ifhp-pfsi.medavie.bluecross.ca/en/search-ifhp-providers/.

University, college, or CEGEP health insurance

While the SRP students are covered by the IFH, we recommend that students do not opt out of the healthcare that may be provided at their institution through tuition fees. Often this on-campus coverage will extend to prescription drugs, vision care, dental work, life insurance, etc. Review coverage available with the SRP student and provide more information about how to submit claims. Confirm with students whether they should or shouldn't be paying out-of-pocket for any medical expenses.

Family planning and sexual health

During the orientation, SRP students should be shown where they can find information and resources related to family planning and sexual health. Discussion about these issues may be

[30] https://www.canada.ca/en/immigration-refugees-citizenship/services/refugees/help-within-canada/health-care/interim-federal-health-program/coverage-summary.html

delicate due to the life experiences and/or religious beliefs of either Local Committee members and/or the SRP student; however, finding a way to communicate information on birth control, sexual health and wellness, and sexually transmitted infections is highly important. There are gender-specific sexual health needs (which might include menstruation, gynecological exams, etc.) so it's important to consider what a female, male or non-binary students' needs may be and point out the appropriate services that are available on campus or in the community.

Safety and Consent

It is important for all students to be aware of policies and services on campus related to sexual consent and maintaining safe and healthy relationships with others. Sexual consent is "an active, affirmative, conscious, direct, unimpaired, and voluntary agreement to engage and continue to engage in sexual activity."[31] SRP students as well as Local Committee members need to review and understand their campus' policy on consent and be aware of resources available to them on campus and in the community related to sexual health and safety. This includes: sexual health centres; crisis and support services, including hotlines; police services; and campus "safe-walk" services, where students can request a walk home after dark, accompanied by student volunteers. Gender norms vary by culture of origin and/or asylum country, and some students may not have been involved in open discussions about sexual consent in the past. Some may feel more comfortable having discussions about consent with someone of the same gender, for example. Some newcomers may benefit from accessing mentors from within their cultural community and/or specialized services that employ a cross-cultural lens when discussing sexual consent to adjust to these differing comfort levels. It is important that the student and everyone in the Local Committee understand the legal implications of these issues and where they can go to seek additional assistance and guidance.

[31] Brock University Human Rights and Equity: https://brocku.ca/human-rights/sexual-violence/what-is-consent/

CHAPTER 8
ACADEMIC ADJUSTMENT

The purpose of a WUSC sponsorship is to give SRP candidates an opportunity to continue their education in relative safety and security. Initially, the SRP student may experience as many difficulties in adapting to the Canadian academic system as they will encounter with social and cultural adaptation. Therefore, good academic counselling upon arrival is absolutely essential to the student's likelihood of success. It is important to keep in mind that you can provide SRP students with advice based on past experiences of previous SRP students, but you should **connect the student to an academic advisor for decisions about their academic path**.

Common challenges experienced by SRP students can include:

- A faster pace and intensity of academic expectations and workload
- Having unrealistic expectations for their own academic success in the first year
- Being unable to understand professors' accents
- A change in professor-student communication (e.g. formal and hierarchical vs. more informal and approachable)

SRP students can form unrealistically high expectations about their academic and job prospects in Canada. You can help them to manage expectations by explaining the reality of the Canadian job market and by helping them to develop realistic academic goals and timeframes for establishing their desired careers.

You can also check in with the student about their ability to understand the content of courses and the language spoken by their professors. Professors often come from all over the world and speak with various accents. The SRP student may not have been exposed to these differences in the past.

The style of Canadian courses at the post-secondary level likely differs from those the student has previously attended (not entirely unlike the adjustment of a Canadian student going from high school to university). For example, some students (female students in particular) may feel uncomfortable speaking up in class. It is important to encourage them to participate, as this is often a large component of grades. In addition, Canadian classrooms are often less formal/hierarchical than in other countries, or contain more "hands-on" elements and group work (especially at colleges) than a student may be used to.

Encourage the student to meet their professors/instructors; this could help them feel more comfortable in the classroom and eliminate misunderstandings or miscommunications between the student and a professor. Ultimately, you will support the student in finding an academic style in which they are comfortable and successful.

Course Selection

Remember your first year of college or university? Like many new students, SRP students will not be aware of the full range of educational opportunities available at your institution, and the possible careers that various academic programs might lead to. Directing the students to an academic and career counsellor supports their ability to make informed decisions about school and career choices.

The student may rely on your assistance for course selection and registration; keep in mind that this process can be quite difficult for a newcomer. Since the ultimate responsibility for course selection lies with the SRP students, they should read and understand the course calendar. Ensure that the student understands the difference between compulsory and elective courses, and that they are aware of which courses are required to fulfill degree requirements.

The student's adjustment to life in Canada may be easier and more rewarding if they take a reduced course load during the first year of study. However, when choosing the number of courses to take, keep in mind that the SRP student's course load in first year can impact their ability to apply for student loans in second year. Some provinces have a minimum course load that students must take in order to be eligible for loans in their second year. In addition, whether the student is enrolled full- or part-time can affect their ability to access co-op opportunities on campus and/or health coverage or transit passes included in tuition.

Emphasize to the SRP student that below-average performance during the first year is usually a reflection of adjustment factors, not of academic ability. Inform the student of the options, if any, of class changes (add, drop, withdrawal), and the necessary procedures and important deadlines. In time, the student can switch programs if they find another discipline better suited to their interests and strengths. Please note this should be done in consultation with the student's department or faculty, as well as an academic advisor. Keep in mind that the ease with which a student can switch programs depends on factors such as whether they will change faculties (not just majors), or if they are at a college. It can often be more difficult to switch programs at colleges, since courses that have already been completed cannot always be counted as electives.

Academic Status

In addition to ensuring that the SRP student is aware of the educational options available, the Local Committee should also make sure that the student understands the implications of their academic status. This is particularly important if the SRP student has been accepted as a "special student," or as a qualifying year student. Problems have arisen in the past when students did not understand that they were not in a regular degree stream in their first year.

The “special student” status is similar to “mature student” status; a university or college may accept a student on this basis if there is a lack of documentation about previous education, or lack of prerequisite classes. Special or qualifying year students are usually on academic probation for a period of time.

As with any student, very poor academic performance (sometimes combined with rule-breaking on campus) can result in academic probation, which in extreme cases, could lead to dismissal from the institution. It is important to inform the student of the minimum requirements to remain enrolled, but also be clear that **in the event that the student is dismissed from the institution, this does not have any effect on their immigration status (i.e. they will not be asked to leave the country).**

Language, Essay Writing and Study Skills

Although WUSC makes every effort to ensure that the candidates selected for sponsorship are fluent in the working language of the university or college that they will be attending, some SRP students may experience challenges with the language as it is written or spoken in Canada. If this is the case with the student you have sponsored, arrange for additional language classes. Nothing is more frustrating for a student than taking courses without really understanding them.

More institutions are offering comprehensive English language programs to students that need them. These programs can be more expensive than regular tuition (and have a different fee structure), but can be very beneficial to the student’s later success in their program of choice. These programs can last for a semester or for a year depending on needs and availability. Sometimes students enrolled in these programs can be frustrated, as they are eager to start their regular classes. Listen to the student and ensure the language program is useful, but also encourage the student to be patient as it will likely pay off in the long run with better grades in their regular classes. Confirm if/how participation in these language classes will affect the student’s full/part-time student status (which could in turn affect their ability to access transit passes and campus health coverage, or student loans in the future).

Check in with the student several times during the semester about how classes are going. The SRP student shouldn’t feel obligated to share their marks with the Local Committee; however, it is important that the Local Committee provides academic support as needed. If the SRP student is frustrated by low marks, introduce them to workshops or seminars on campus that teach study skills, essay writing, exam anxiety reduction, time management, career decision making, résumé writing, and job searching. Check your local Student Services center for information on the assistance available.

Citing and Plagiarism

It is important to stress to the student the importance of citation, so as to avoid plagiarism. Explain what plagiarism is and the consequences at your institution (such as academic probation). It is likely that instructors/professors will go over their preferred styles in class, but be sure to provide extra support to the student if needed or direct them to helpful resources to avoid making the mistake of forgetting to cite.

CHAPTER 9
SOCIAL ADJUSTMENT

"Just imagine, suddenly, you lose everything you have worked for all your life – all the people and things you cherish and love. The experience reduces you to a child and the response of others intensifies it. All of a sudden you have to learn the basics of life again: how to speak, behave, how to interact with people, find a job, learn a skill as if your past education was a slate wiped clean. Whatever you have learned before, all your previous achievements are worth nothing in the country of refuge."

Haideh Moghissi, Queen's University, Kingston

Adapting to Life in Canada

As permanent residents in Canada, SRP students are building new lives in a new country. Settlement and integration into Canadian life is a big adjustment and can involve many unforeseen challenges. During their first years in Canada, SRP students will be bombarded with new experiences, and the adjustment process will present a tricky obstacle course. In particular, many SRP students have identified the following issues as challenging:

- Canada's cold climate and winter season
- Different food
- New cultural norms, values, ways of behaving
- Homesickness
- Loneliness

Your Local Committee can help the SRP students overcome these challenges by encouraging them to:

- Anticipate that loneliness and homesickness will occur
- Foresee that misunderstandings and challenges will arise due to cultural differences
- Get involved in some aspect of Canadian culture
- Make new friends and develop new relationships
- Maintain contact with people "back home" as a source of emotional support and continuity

SRP students will have read about these topics in the Pre-Departure Guide for WUSC SRP Students during their pre-departure session overseas. Once they arrive in Canada, however, it can be helpful to review these subjects with the SRP students, as it may create an opportunity to discuss various aspects of Canadian culture and the SRP students' adaptation to their new life.

Over time, SRP students – like any new immigrants to Canada – discover that **successful adjustment involves adopting some aspects of Canadian culture while maintaining a degree of their own culture**.

Building a community

By committing to sponsorship, a Local Committee agrees to provide social and emotional support to the SRP student for at least 12 months. Offering sincere emotional support and providing the SRP student with opportunities to make new friends will lessen adjustment problems the student may encounter. The relationship that exists between the SRP student and the sponsoring group can be very rewarding when both sides express mutual understanding and respect. Ideally, at least one member of the Local Committee will become a close friend to the student and will be able to offer important and trusted advice when needed.

The SRP student will need to build a new community of friends in Canada, and many opportunities exist at colleges and universities to do this. Introduce the SRP student to your Local Committee and to former SRP students who are still on campus. Encourage the SRP student to participate in frosh week, so that they can immediately get involved in campus life and meet other first-year students. Introduce the SRP student to activities organized by the international students office, so that they can meet other students who are new to Canada. Expose the SRP student to clubs and societies on your campus, including those which are faith-based, which will provide them with opportunities to meet many people from Canada and abroad, and enable the student to explore new opportunities and areas of Canadian life.

Respecting privacy

You will probably be curious about why the student you are sponsoring was forced to flee from their country of origin; however, **please respect the SRP student's right to privacy regarding their history**. Some SRP students will be very open about their past, while others will wish to remain discreet and will not want to disclose any personal information.

Your Local Committee will have received information about the student's background when reviewing SRP candidates' dossiers. However, only a very few individuals should have had access to these dossiers during that process, and members of the evaluation committee should not have disclosed any of their content. **If the SRP student chooses to disclose information to the committee at large after arrival, this should be at their discretion.** It is also important to **seek their consent** before using their name or photo in any articles and before introducing them as an SRP student to partners on campus, professors, or others who are not a

part of the Local Committee. Refer to the Code of Ethics in Appendix D for more on rights to privacy.

If your Local Committee is curious about the student's past, consider researching the political context of the student's country of origin. To one degree or another, political circumstance has affected the student you are sponsoring. Some students will have fled because of widespread oppression or persecution of the ethnic group of which they are a part. Others will have fled because of a more direct personal involvement in political activities in their country. The latter group may have suffered from direct persecution, such as harassment, imprisonment, or violence, and may be especially reluctant to discuss the personal circumstances that led to their departure from their homeland.

The SRP students' experiences in their country of asylum (see Ch.1) will have had a significant impact on their life. It is possible that the student you are sponsoring was born in a refugee context, or spent many formative years living in a refugee camp. If you are curious about life in a camp, consider researching information about refugee camps.

Upon their arrival, some SRP students will wish to leave their refugee experience in the past while others will perceive themselves as ambassadors of the refugee cause. Regardless, it is highly important to seek students' consent about how they want to be described, including if they want to be identified as a former refugee or an SRP student. It is important to remember that when they arrive in Canada, they are no longer refugees but permanent residents in Canada.

When describing SRP students, remember to **use empowering language**. For example, refrain from using possessive pronouns (my/your/our student, etc.) when talking about the students because it can foster an unhealthy power dynamic between the SRP students and the Local Committee.

Culture Shock

Local Committees should be sensitive to the effects of the transition that the SRP student experiences, in terms of everything from climate and physical landscape to culture. "Culture Shock" is a term used to describe the stress brought on by these changes, and the psychological disorientation most people experience when they move for an extended period of time into a culture markedly different from their own. Culture shock doesn't result from a specific event; rather, it results from being immersed in a different culture that challenges an individual's perceived ways of doing things, their assumptions and values about what is "right" and "natural." Culture shock is cumulative, building up gradually from a series of small events and experiences.

Some individuals experience only a short bout of culture shock, while for others it can be severe and lead to intense feelings of loneliness and alienation, constant fatigue, the desire to remain withdrawn, difficulty holding a normal conversation, frustration, and anger. Although the stages

of culture shock are often described as taking place within a limited time-frame after arrival in a new country, some individuals do not experience culture shock until many months after their initial separation from their country of origin or asylum.

The four stages of culture shock and cultural adaptation[32]

1. **Honeymoon Phase: immediately after arrival**
    a. Initial euphoria, energetic, optimistic, stimulated, preoccupied, hopeful
2. **Emptiness Phase**
    a. Critical, depressed, overwhelmed, anxious, homesick, withdrawn, irritable, nostalgic
    b. Negative feelings about host country and host culture
    c. Spending time only with members of own culture
    d. Treat small problems as major catastrophes
3. **Gradual Adjustment**
    a. More confident and new life "starts to make sense"
    b. Host culture becomes more familiar.
    c. Perspective
    d. Acceptance of new surroundings
4. **Adaptation / Biculturalism**
    a. Adopting aspects of host culture while maintaining degrees of own culture
    b. Ability to function in both cultures with confidence

Responding to culture shock

Local Committees may find it hard to know how to support an SRP student who is experiencing culture shock. The important thing is to recognize that the behaviour of the student may be the result of stress and physical reactions to adjustment, rather than their typical behaviour, and to be aware of resources that could be helpful. As time passes, SRP students will find different ways of coping with their new life in Canada. The most successful are those who achieve mobility between the old and new cultures and both sets of values.

When experiencing culture shock, it is important that the SRP student find ways of reaching out to others. At first, the student might only want to talk to you or a former SRP student about what they are experiencing. You cannot solve the student's problems, but you can listen to their concerns and be there as a friend to offer advice and empathy. If the student feels comfortable

[32] Adapted from: Khol, L. Robert. (2001). Survival Kit for Overseas Living (fourth edition). London: Nicholas Brealey Publishing.

talking, discuss the meaning of culture shock, and help them accept it as a normal experience. Remember, too, to engage in "time-out" periods when you refrain from deep or complicated discussions, or from providing information about the student's new community, in order to avoid introducing additional stress.

Culture shock usually lessens over time, but in exceptional cases it can persist and disrupt an individual's ability to engage in their new environment. If you are concerned about the SRP student's mental health, it is important that you seek outside help and support. Encourage the SRP student to access medical or counselling services and/or to seek support from your staff/faculty advisor and/or a counsellor from the international office. Remember that the **SRP staff at WUSC's National Office are always available for consultation and need to be informed in extreme situations**. Part of being a responsible Local Committee member is knowing when to seek additional help.

Mental Health Support

Mental health and resettlement

The migration experience is inherently stressful and can have an impact upon newcomers' mental health. Migrants experience the psychological impact of migration in many ways but in general, migrants may experience feelings of social isolation and may struggle to adapt to a new culture. Several factors affect adaptation, including: managing expectations pre- and post-arrival in a new country, interactions with the host community, connection with family back home, gender, age, the recency and intensity of particularly challenging or traumatic events, and the individual's material and financial resources in the new country.[33]

Migrants' struggles with mental health vary. Although for many, the stress associated with resettlement in a new country diminishes over time, others may live with mental health challenges or a mental illness that could be exacerbated by the stress associated with the displacement experience and/or the resettlement experience. People who have lived as refugees may encounter additional challenges adapting to their new lives in Canada because of emotional and/ or physical traumas experienced prior to resettlement. Some may develop Post-Traumatic Stress Disorder[34] an anxiety disorder caused by a psychologically traumatic event involving actual or threatened death or serious injury to oneself or others.

[33] Canadian Mental Health Association (2013). https://ontario.cmha.ca/wp-content/files/2016/02/Refugee-Mental-Health-backgrounder.pdf
[34] http://www.ptsdassociation.com/about-ptsd

Sociocultural barriers to mental health care[35]

Many cultures and societies, including Canada, stigmatize mental and emotional health issues and mental illness. This stigma affects how likely people are to seek professional help for mental health challenges. In Canada, over the past several decades that has been a growing degree of recognition of the roles that psychiatrists, social workers, self-help groups, psychotherapists and counselors can play in this area. Faith communities and spiritual traditions can also offer support for stress and mental health challenges. Some newcomers welcome suggestions about where to go for counseling and support, while others are reluctant to share their personal story with a stranger, or are unaware or skeptical of the efficacy of professional mental health treatments.

It is important to acknowledge that mental health treatment options in Canada may carry cultural bias. Also called ethnocentrism, this refers to the natural tendency or inclination among all people to view reality from their own cultural experience and perspective. In the course of doing so, the traditions, behaviors, and practices of people from other cultures are often considered inferior, strange or abnormal. Ethnocentrism becomes a problem in the field of mental health when certain realities regarding the nature of the treatment of mental health can be imposed on people by those in power without concern for possible bias.[36]

Counselling and Support Services

Individual and group counselling is often available on campuses in strict confidence. Let the student know that talking to a professional can be a helpful way to work out problems, and that many Canadians seek counselling for a variety of reasons. In some cases, it may be helpful to offer to accompany them to the first appointment for "moral support" if that is what they want (not into the session itself, but to the location, as this can help people overcome any anxieties they have about accessing mental health support). A psychologist or other specialist with a cross-cultural sensitivity background or expertise could be helpful. Counselling services can also be accessed through:

- Student health and wellness centres on campus
- Family doctor
- International Students Office
- Psychiatrists / psychologists
- Immigrant-serving organizations
- Ethno-specific organizations
- Religious institutions

[35] Newcomer Orientation to the Health Care System: A Resource Manual for Settlement Workers, Service Providers, and Community Volunteers, The Four Villages Community Health Centre, Pilot Project, March, Toronto, 2000.
[36] Handbook of Multicultural Mental Health, 2013.

Although mental health can be a difficult topic to discuss, it is important to keep an open mind when talking with SRP students. As discussed in Chapter 7, ensure students are familiar with mental health services and other services available to them, maintain an open channel of communication with them, and listen if they express a need for support. Of utmost importance for many people experiencing any health challenge, and a mental health challenge in particular, is maintaining confidentiality and trust if the person has opened up to you. This can be challenging to maintain if you suspect the student you have sponsored may need professional mental health care but is reluctant to go. We ask that you **contact WUSC for advice, especially in situations where you are concerned that the person may be at risk of harming themselves or others**. Keep in mind that mental health issues are complex and the student's situation is unique to them and their situation. As Local Committee members, you cannot and should not try to solve all of the SRP students' problems. Your role is to be available for **informal support** within your own boundaries and capabilities, and to **make referrals** to help the student identify and access available resources. We encourage you to keep WUSC informed and to reach out to us for additional support and guidance.

Racism

Racism is usually defined as intolerance, hatred, prejudice, stereotyping or discrimination against individuals or groups on the basis of racial or ethnic background or skin colour. Despite Canada's reputation for tolerance, racism is prevalent in Canadian society in many different forms. Some racism is overt, such as name-calling, impoliteness, or racist jokes or comments, while other forms of racism are more subtle. Systemic racism is supported by institutional and other deep-rooted societal or community structures in Canadian institutions. This type of racism, for example, results in fewer visible minorities being employed in high-status, high-paying, or powerful positions.

An SRP student's adjustment to life in Canada can be hampered by encounters with racism or intolerance. This may lead some SRP students to develop stereotypes about Canadian characteristics on the basis of personal experience or the behaviour of individual Canadians. There is no foolproof response to a situation that you feel involves racism, as each situation is different and each person is different.

In Canada, there are community and campus groups that are leading anti-racism campaigns, as well as government initiatives to eradicate discrimination. As a Local Committee, part of your work is to educate and help dispel many of the baseless stereotypes associated with refugees. If your Local Committee and/or the SRP student are concerned about racism, you may wish to join or initiate an anti-racism group on campus or in your community.

Laws and Law Enforcement

People in countries around the world have different perceptions of, and relationships with, law enforcement. In many places, law enforcement officials are seen as a threat and are not always contacted or approached by the public in the event of a crime or emergency.

Review local law enforcement services as part of the SRP student's orientation. Explain the role of the police or RCMP in your community, when and how to contact them and how to use emergency services in your area (such as 911). Consider organizing a tour of the local police station or discussion with a community constable. Some police services and settlement agencies have developed handbooks for newcomers to Canada about interacting with law enforcement.[37]

Understanding rights and freedoms

The Canadian Charter of Rights and Freedoms is a part of Canada's constitution and sets out the civil rights of everyone in Canada, including legal and equality rights, the freedom of conscience and religion, and freedom of peaceful assembly. Share the Charter with the SRP student and ensure that they are aware of their basic rights and freedoms. Visit the Government of Canada Justice Laws website to get a copy: http://laws-lois.justice.gc.ca/eng/Const/page-15.html

There are resources available for newcomers to learn more about rights and freedoms in Canada. Immigration, Refugees and Citizenship Canada has developed a booklet called "Welcome to Canada: What you should know" that includes an overview of rights and freedoms, Canadian law, and the justice system: https://www.canada.ca/content/dam/ircc/migration/ircc/english/pdf/pub/welcome.pdf

[37] For example, the Calgary Police Service has created a Newcomer's Guide: http://www.calgary.ca/cps/Documents/Community%20Programs/DiversityResource/newcomers-guidebooks/InfoBook-English-Web.pdf

CHAPTER 10
BEYOND THE FIRST WEEKS

Exams, Holidays, and Summer Months

The Local Committee's role is to financially and emotionally support the SRP student for a minimum of 12 months. During this time, be aware that certain periods of the year are more stressful than others. Exam times, the holiday season, and the summer months can be particularly challenging for an SRP student, and your Local Committee may need to take extra initiative to ensure that the student is supported during these periods.

Exams/midterms

Exam time is stressful for all students; this may be especially true for an SRP student who is adjusting to the Canadian academic system. Although your own schedules may be very busy, make sure to check in with the SRP student. Ensure that they are clear about their exam schedule and where the exams are taking place. If the student is unsure about how to prepare for certain exams, encourage them to reach out to other students in the class and to a peer tutoring centre. In addition to the academic stress, be aware that the exam period can be an especially lonely time for the SRP student, so phone calls and visits to touch base can be much appreciated.

Holidays

Thanksgiving, the December holidays, and Reading Week can also be especially difficult for SRP students. While most Canadian students head home to spend time with their families during these periods, SRP students do not have this option.

Furthermore, many residences will close during these times, so the student may need to find alternative accommodation. Talk with the SRP student a couple of months in advance of the holidays to confirm whether they have made arrangements to stay with friends. If they haven't, take the opportunity to invite the SRP student home with one of your committee members. In doing so, the SRP student will get the opportunity to see how a family in Canada might spend the holidays and, thus, will be exposed to various Canadian customs and traditions. Conversely, the Local Committee member may have the chance to become more closely acquainted with the SRP student and develop a deeper friendship. Remember that your Local Committee is responsible to find an alternative arrangement if the residences are closed. It is important to communicate this information with the SRP student in a timely manner to avoid unnecessary stress.

If this is not an option, connect the SRP student with local events where they could connect with other newcomers to Canada.

Whatever arrangements are made, ensure that the SRP student's budget reflects any increased expenses they are expected to incur during the holidays. If the student buys most food through a meal plan, be aware that the cafeteria may be closed during the holidays and they will need to purchase food off-campus. Consider including extra spending money in the SRP student's budget during the holiday season, so that they can participate in holiday activities such as gift exchanges.

Remember that the holidays during which the school is closed are not necessarily the holidays that are significant for the SRP student. They may feel particularly lonely on days that are religiously significant for them. Take note of what these might be, and stay in closer contact during this time.

Summer months

The summer months are often a period of transition as the SRP student gains more independence. While still being financially supported by the Local Committee, the student may move out of residence and into accommodation off-campus. Some SRP students take summer courses and work part-time, while others secure full-time employment, in the city where they were sponsored, or in another location. Whatever the SRP student's plans, be clear about your commitment as a Local Committee. If the SRP student is planning to move off-campus, you may help them secure furniture, kitchenware, and basic items for an apartment. If the SRP student is traveling to another province to secure employment, however, be clear about the limitations of your support.

During the summer, many Local Committees stop holding regular meetings and many members leave town. Nevertheless, your responsibilities to support the SRP student remain. Ensure that the SRP student has the contact information for committee members, and that an individual who will be remaining in town during the summer has been identified as an emergency contact person. Also, make sure to check in with the SRP student several times during the summer, to ensure that they are doing well and that the student isn't encountering any major challenges. Many SRP students find the transition to off-campus living very difficult, especially when Local Committee members aren't available for support.

Income Tax Return

Even though SRP students may not have generated an income from employment to-date, it is strongly encouraged that they submit an income tax return for their sponsorship year with the help of their Local Committee. The tax return must be filled out before **April 30th**. This is a great opportunity for students to learn about the process for completing their taxes, to record their tuition expenses, and to learn what to do the following year. As a student on a fixed income, they will likely be eligible for a GST rebate and can claim a refund.

SRP students receiving financial support exclusively through the Local Committee do not need to claim any cash or in-kind donations as income on their tax form. For instance, cash or in-kind donations provided for tuition, residence, meal plans, and monthly allowances should not be claimed. However, students who earn money through part-time jobs **MUST** complete an income tax form whenever T4 slips have been issued to them.

Filing income tax every year is important for SRP students because it will often be required to provide tax documents to be eligible for financial aid. In addition, to be eligible for citizenship, they must have met their tax filing obligations.[38]

If your Local Committee isn't equipped to help students complete an income tax return, locate an immigration and settlement organization in your community, as these organizations offer assistance to newcomers looking to complete their tax forms. Alternatively, direct students to the Canada Revenue Agency website for more information about completing an income tax form.[39]

Traveling Outside of Canada

WUSC does not recommend that SRP students travel outside of Canada during their first year of sponsorship, in order to avoid putting their permanent resident status at risk. However, if the student does choose to travel outside of Canada, they must secure proper travel documentation, including a permanent resident card (see Ch.7) and a passport from their country of origin OR a Travel Document issued by Passport Canada. Travel Documents are issued to persons living in Canada with protected-person status, including convention refugees. They enable the bearer to apply for travel to all countries, except the bearer's country of origin; (in effect, if someone comes to Canada as a refugee and then returns to their country of origin, they would be demonstrating that they are no longer in need of protection).

[38] http://www.cic.gc.ca/english/resources/tools/cit/grant/residence/tax.asp

[39] The Canada Revenue Agency (CRA) provides a free and interactive webinar about important tax topics for newcomers to Canada: https://www.canada.ca/en/revenue-agency/services/tax/international-non-residents/individuals-leaving-entering-canada-non-residents/newcomers-canada-immigrants.html

For information on securing a Travel Document, visit Passport Canada's website. Please note that SRP students wishing to travel outside of Canada should apply for their Travel Document several months in advance of any planned trip.

Supporting Family and Friends Overseas

Many SRP students face high expectations from family and friends who ask them to send money home, and many SRP students do send funds on a regular basis. Local Committees, however, are not expected to budget for this as part of the sponsorship. If the SRP students choose to send money, this is their prerogative.

This being said, Local Committees should understand that the pressure to send money overseas can be a source of tension and strain for an SRP student, as family and friends may not recognize the financial limitations they face. In some situations, SRP students may feel compelled to drop out of their studies after the first year in order to work and send money to family living overseas. WUSC, however, strongly encourages SRP students to finish their studies, with the belief that the students will be able to provide more support to their families in the long run if they have obtained post-secondary degrees in Canada.

CHAPTER 11
BEYOND THE FIRST TWELVE MONTHS

Creating Space for Autonomy and Self-Reliance

SRP students should begin thinking constructively about their future at the earliest possible time. The goal of the sponsorship is to provide the student with the tools and resources they need by the end of the 12-month period so that they are independent and on the road to success in Canada. SRP students can find their own path to independence if they can count on help and guidance along the way. The goal is to offer the support and encouragement required to make the students independent of the Local Committees and confident in their own ability to control their future.

For a sponsorship to be successful there needs to be a balance between orienting someone to a new country, a new education system, and a new culture, and letting that person lead an independent life.

> *"Go to the people, live with the people. Learn from them, love them. Start with what they know. Build on what they have. But with the best leaders, when the work is done. The people all say, "We have done it ourselves."*
>
> **Lao Tsu, 700 BC**

End of Year Sponsorship Assessment

At the end of each sponsorship cycle, it's important to reflect on the successes and challenges that you experienced during sponsorship and learn from them as you start to plan for the next cycle. WUSC sends an end of sponsorship evaluation (see Ch. 3) to both Local Committees and SRP students at the end of the 12 months, inviting them to reflect on their experience of sponsorship with the SRP and to suggest ideas for improvement. The surveys given to SRP students and Local Committees differ slightly, and are meant to complement each other to provide WUSC with a complete picture of the sponsorship. General trends reported in the surveys and lessons learned are then shared back to Local Committees in order to help them improve the program on their campus.

Bursaries and Student Loans

As permanent residents, SRP students are eligible for a Canada Student Loan and Grant (non-repayable); however, these should not be required during the SRP student's first year in Canada, since the Local Committee covers all academic-related expenses.

SRP students are encouraged to apply for any grants that are available at their institution as a way to supplement the support being offered by your Local Committee.

During the SRP student's second year, they may have to take out a student loan in order to continue their post-secondary studies. Generally speaking, to be eligible for a Canada Student Loan, a student must:

- Be a Canadian citizen or a permanent resident (landed immigrant)
- Have a valid Social Insurance Number
- Be a resident of the province (i.e. have lived in the province for the previous 12 consecutive months)
- Be pursuing full-time studies in the coming year for which they are applying for the loan;
- Not be in default of previous loans
- Be able to demonstrate financial need

Since each province has its own regulations governing basic eligibility for student financial assistance, please **ensure that the student consults a financial aid officer** to confirm whether they will meet the requirements for a student loan in their second year; some provinces are changing the requirements for these loans in coming months/years, so this is especially important.

For more information about student loans, please consult the Canada Student Loans website: https://www.canada.ca/en/employment-social-development/services/student-financial-aid/student-loan/student-loans.html

Travel Loan

Refugees resettling in Canada are responsible for covering the cost of their medical examinations overseas as well as their travel to Canada. Since most refugees cannot pay for these costs up-front, the Government of Canada issues a loan which refugees are responsible for repaying soon after their arrival in Canada. This is called their "transportation loan" or "travel loan."

Upon entry into Canada, SRP students are given a package by Immigration, Refugees and Citizenship Canada (IRCC) that includes information about their travel loan. At that point, the exact bill won't yet have been calculated, so students are given an approximate total that the

Government of Canada has incurred on their behalf. The student is instructed to hold onto this document for reference. A few months after their arrival, IRCC will send the student the final invoice for the travel loan. The total will depend on multiple factors but usually varies from $2,500 - $3,500. Upon receiving the final invoice, the SRP students must immediately contact IRCC's loan centre to negotiate a repayment schedule. Even if the students can only afford a small amount every month, the students should get in the habit of making payments.

Loans are interest-free but must be paid in full between 3-8 years. Failure to repay the loan in due time can result in the account being sent to a collection agency. This can have a longstanding impact on an SRP student's efforts to secure future bank loans. Furthermore, if the travel loan hasn't been repaid, IRCC may choose not to issue the SRP student travel documents to travel outside of Canada. IRCC will also not process any of the student's applications to sponsor other family members to Canada.

To reduce the financial burden faced by refugees, IRCC has made changes to the Immigration Loans Program. These changes are already in effect but are not retroactive. They affect loan repayments as follows:

Old Program	What's New as of 2018 *Changes are not retroactive*
Repayment start date: 30 days after arrival in Canada	Repayment start date: 1 year after arrival in Canada
Interest rate: interest-free for 1 to 3 years, depending on the size of the loan (interest rate was 1.14% in 2017)	Interest rate: no interest on new loans and no further accumulation of interest on existing loans
Repayment period: from 1 to 6 years, depending on the loan total amount	Repayment period: repayment period extended by 2 years to reduce the size of monthly payment amounts. Repayment periods now range from 3 to 8 years, depending on the size of the loan.

If the SRP students have questions about their travel loan, they should contact IRCC's Loans Program at the following:

Toll-Free Telephone: 1-800-667-7301 (Monday to Friday, 8 am to 4 pm Eastern Time)

Email: collection@cic.gc.ca

Or visit the IRCC website: https://www.canada.ca/en/immigration-refugees-citizenship/services/refugees/help-within-canada/financial.html.

Employment

As a permanent resident in Canada, the SRP student is entitled to work anywhere in Canada, and is not limited to campus jobs like an international student. Whether the student works part-time during the school year or during the summer months, they are likely to be employed at some point during the sponsorship year. **While the sponsorship should be comprehensive and cover all necessary costs**, the student may wish to work part-time during their sponsorship year to supplement their monthly stipends or to save for the following year's tuition. Regardless of their motivation, gaining Canadian work experience is an invaluable asset for the SRP student.

Your Local Committee may have already secured part-time employment for the student ahead of their arrival in Canada. Some committees secure an agreement whereby, for example, the campus library or international student centre holds a position for the SRP student during their first year in Canada. If such a job isn't available on your campus, your Local Committee can still provide the SRP student with important advice about how to find a job in Canada by:

- Guiding the student to a career services centre on campus and setting up a meeting with an employment counsellor
- Helping the student write a resume and cover letter
- Supporting them to find references
- Explaining what to expect in an interview and which qualities are sought by employers

You can also offer suggestions about where to find employment. Direct the student to employment-related websites, either for jobs in the community or on campus, and explain how to apply for positions. Also, be cognizant that many jobs are not advertised and instead are filled through word of mouth. The SRP student will have very limited "social capital" upon arrival and won't have the same networks as Local Committee members. Consider using your own networks to find potential employment opportunities for the SRP student.

If the SRP student gets frustrated by a discouraging job search, encourage them to explore volunteer opportunities. Many SRP students arrive with high expectations about Canadian job prospects, and it may be necessary to explain that Canadian students often volunteer in order to gain experience. Encourage the SRP student to seek out volunteer opportunities on campus as a way to further their personal interests and as a stepping-stone towards future employment.

Canadian workforce and workplace culture

Every culture has its own norms, including workplace culture. In a Canadian workplace, communication and behaviour may be different than SRP students' previous workplaces (if they have any work experience at all yet).

Here are some possible differences to be aware of before the SRP student begins a new job:

Expectations and roles of employees

- Be punctual (be prepared to start on time)
- Know and fulfill your roles and responsibilities
- Work both independently and as a team member
- Show initiative
- Make suggestions and ask questions

Individualism and self-reliance

Canadian culture can be highly individualistic. Therefore, students may encounter:

- Independent decision-making rather than group consultation
- Rules and procedures that are emphasized more than relationships
- Less permanent relationships between people, compared to other cultures
- Performance assessment on an individual basis, rather than as a team member
- Direct praise and criticism

Work and time

The Canadian approach to work and time may be unfamiliar to them. Typical Canadian attitudes toward work and time include:

- A strong division between home life and work life
- An emphasis on deadlines rather than on relationships
- An emphasis on punctuality and "getting down to business" rather than on building relationships

Status and formality

Canadians can be very informal in work relationships compared to individuals from other countries. Their typical behaviour may include:

- A stress on equal opportunity
- Saying "no" directly
- Emphasizing accomplishments over family background, titles, age or gender
- Expecting you to say what you mean more directly

For more information about Canadian workplace culture, consult What is Canadian etiquette at work? from Settlement.org.

Relocating to Another City and/or Campus

SRP students are strongly encouraged to remain at their sponsoring institution to complete their post-secondary studies. Nevertheless, some students choose to relocate to another community and/or switch between institutions. Some students are inspired to move in order to be with family or friends living elsewhere in Canada, while others may feel that employment or academic prospects are better in another city.

WUSC generally encourages SRP students to remain in the same city due to the ongoing support and community that they develop through the sponsorship. This social capital can be invaluable to SRP students' successful integration and can provide opportunities that are not available should they choose to move to another location.

Deciding to Return or Settle in Canada

The Student Refugee Program is not only an educational opportunity but also a resettlement program; thus, unlike international students, SRP students are entitled to stay in Canada and apply for Canadian citizenship regardless of whether or how long it takes to complete their studies. As permanent residents, they are able to stay in Canada indefinitely, and many decide to become Canadian citizens after living in Canada for the required number of years. Others may decide to go back to their country of origin or asylum where possible. About 90% of SRP alumni who have been in Canada for more than 4 years have Canadian citizenship.[40] Ultimately it is up to the SRP students to decide where they would like to live following the sponsorship.

[40] SRP Impact Study 2018.

Sponsoring Friends and Family to Canada

The student you are sponsoring may have relatives or close friends who are also refugees and who wish to immigrate to Canada too. About 62% of SRP alumni have either sponsored their families or plan to in the future. Refugees who are still overseas can make an independent application to the nearest Canadian High Commission or embassy. Local settlement organizations can also be contacted for advice and assistance.

Immigration, Refugees and Citizenship Canada's website[41] provides information on all aspects of refugee sponsorship, including everything you need to know about private and government sponsorship. For specific information on sponsorship in Quebec, visit the Government of Quebec's website at www.gouv.qc.ca. Another excellent resource is the Refugee Sponsorship Training Program's website (http://www.rstp.ca/), which includes an extensive list of resources for those interested in understanding how the private sponsorship of refugees works.

[41] https://www.canada.ca/en/services/immigration-citizenship.html

CHAPTER 12
CREATING WELCOMING COMMUNITIES THROUGH PUBLIC ENGAGEMENT

The role of Local Committees in engaging the public

As mentioned in the Preface, the number of refugees and displaced persons are increasing while global resettlement numbers are decreasing. The Student Refugee Program provides communities in Canada with an opportunity to make a difference in the lives of the students they sponsor while contributing positively to resettlement needs. Local Committees also have a broader capability to create a "ripple effect" of positive change in their communities by implementing public engagement campaigns. Raising awareness about forced migration, educating the public about barriers facing refugees, and advocating for the rights of refugees, all contribute to one of the SRP's ultimate goals: to **create more welcoming communities for newcomers in Canada.**

Local Committees are well-placed to raise awareness and educate on behalf of WUSC. As they work through the sponsorship process, Local Committee members often become acutely aware of the challenges facing refugees and immigrants who come to Canada, and what the situation is like for those who live in countries of asylum. This experience, as well as knowledge gained from WUSC resources and trainings, equips Local Committees to organize campus-based public engagement activities relating to refugees, international development and cross-cultural dialogue. These activities are not only educational for the target audience, but also for those who research, plan and organize them.

This work cannot be done within the WUSC network alone – it is important to engage with local communities to gain their support for WUSC's initiatives to improve refugees' access to resettlement and education, as well as the initiatives of other refugee-related organizations.

What is Public Engagement?

Public engagement consists of activities which enable individuals and organizations to understand an issue, which can lead to their own engagement in informed action to make a positive contribution.[42]

[42] http://globalhive.ca/PDF/PEPaper_March11_Final.pdf

How to Effectively Engage the Public on Refugee Issues[43]

Identify your goal(s)

At the start of the year, identify some concrete goals for your public engagement activities that link to the SRP's goal of creating welcoming communities. Do you want to promote WUSC and the SRP on your campus? Celebrate the arrival of new SRP students? Raise awareness about global refugee trends or refugees' access to education? Dispel myths and take a stand against racism? Encourage local action to support newcomers in your community? Whatever you decide, choose a goal that you are passionate about!

Pick a key date

Choose a date that works with your schedule while considering your target audience. A benefit concert in late January might attract a big crowd of students, whereas one in mid-April might have a very limited turnout. Consider, also, the key dates listed in the Campus calendar like those below:

October 17	International Day for the Eradication of Poverty
November 16	International Day of Tolerance
December 10	Human Rights Day
January	**SRP Awareness Month** WUSC organizes an "SRP Challenge" for Local Committees to complete during this month as a way to spread the word on campus! For example, in past years, the SRP Challenge has asked Local Committees to engage the public holding a classroom talk about access to education for refugees. Stay tuned each year for the next challenge!
March 8	**International Women's Day** Every year in March, during the week when International Women's Day takes place, WUSC organizes "Girls Education Week." Local Committees are encouraged to hold an event about access to education for refugee girls (see "Beyond the SRP: Girls Education" below).
March 21	International Day for the Elimination of Racial Discrimination

[43] Visit the Resources page for helpful tools and tips on public engagement: https://wusc.ca/volunteer/local-committee-resources/.

April 4	Refugee Rights Day
June 20	**World Refugee Day** Although World Refugee Day takes place during the summer and it can be challenging to rally Local Committee members, it is still important to mark the day. Many local organizations hold activities such as walks, dinners, and plays, among others. Reach out to them to discuss collaborating or participating in an event!

Choose an activity

WUSC Local Committees are tremendously creative in their public engagement strategies. Check out the Best Practice Guide and the Resources page of the WUSC website for ideas, and the tools you need to get started.

Organize logistics and promote!

Choosing a date in advance will help to finalize event details early and will allow you to promote your event well in advance. Create a buzz on social media and reach out to campus and community partners for help in promoting the event. A greater diversity of participants leads to better discussions and a broader reach!

Involving the SRP Student

Often, the most effective and inspiring people who can engage the public on the topic of the SRP are the SRP students on your campus. WUSC encourages you to approach and involve the students in your awareness campaigns on campus and in the community; for example, through presentations, media interviews, and involvement in Local Committee activities. SRP students are often well-placed to discuss refugee experiences. If they are not speaking at the event, discuss your ideas with them beforehand to ensure the messages you share will be accurate and empowering. Remember that SRP students have skills and perspectives to offer outside their refugee identity – they may not want to speak at the event, but could be interested in promotion or planning logistics.

When engaging the student in the event, be respectful of the SRP student's comfort level and privacy. Some SRP students will be very open to speaking about their experience, while others will wish to remain anonymous and keep their experiences private. **While encouraging the student to participate in public education, no student should ever feel obligated to make**

a presentation or other public statement in relation to the promotion of the program. Remember that even if unintentional, there are power dynamics at play when a Local Committee asks an SRP student to participate in activities.

Raising Awareness Responsibly

When organizing an event to raise awareness, it is important to recognize your own limitations with regards to the topic you want to discuss. Doing research to be knowledgeable about the subject is key. Be aware of the prejudices and stereotypes related to the topic so that you can work to counter them in your activity, and be prepared with up-to-date information if approached during an event. WUSC encourages Local Committees to use empowering language and to reflect on how vocabulary can be perceived by different audiences. Being culturally sensitive is important so as not to misrepresent or marginalize people related to the issues we want to raise awareness about. Recognize that your principles, values and opinions could differ from others; it is important to learn from and respond to criticism openly and respectfully, especially since **you are the face of WUSC on campus.**

To raise awareness responsibly, we encourage Local Committees to **collaborate with different partners to get their perspectives and expertise** and to remember that there is no one, single story, especially when it comes to refugee experiences.

Working with the Media

Media are an effective tool for promoting events and activities on campus and making WUSC and your Local Committee more visible. They also enable you to reach a wider audience that reaches beyond the participants at your event. Use campus media as well as local newspapers, radio and television stations to tell the Local Committee's story, to publicize the SRP, and to share positive stories of newcomers.

When talking to the media, highlight the SRP's accomplishments nationally and the success of the program on your campus. Remember, however, to **never disclose personal information about SRP students without their explicit permission**. If the SRP student wishes to remain anonymous on campus, it is important to respect this. Your approach with the media should always reflect the student's wishes.

If you know of an upcoming news piece profiling the SRP, please let WUSC know! We are always thrilled to hear of any attention given to the SRP.

Beyond the SRP: Girls' Education

WUSC seeks to have an even greater impact beyond the annual sponsorship of students. Through the Girls Education Campaign, WUSC aims to improve conflict-affected and displaced girls' access to quality education at all levels.

The Girls Education campaign aims to increase the rate of educational attainment among girls. Local Committee members noticed a gender disparity among SRP students, and WUSC responded by developing programming to mitigate those disparities through work to influence local norms around girls' education, teacher training, and remedial classes. The Girls Education campaign funds are now used to leverage support for refugee girls' education projects around the world. WUSC encourages Local Committees to raise funds and awareness for this campaign. Help show the world what girls can achieve if they can overcome the challenges they face in accessing education in refugee contexts. Together, we can provide girls with the tools they need to learn, to strive, and to succeed!

CONCLUSION

The purpose of this guide is to provide information for Local Committees as they implement the SRP on campus, by drawing upon the program's many years of experience and important lessons learned. However, it is also important to remember that there is always more to learn. Refer to community and government resources periodically, since they are updated on a regular basis; maintain relationships with partners on campus and in your community to keep up with any changes they experience that may affect the SRP; and of course, maintain frequent contact with SRP students and Local Committee members. As you learn lessons about refugee sponsorship, please share them with WUSC. This allows us to keep the most up-to-date information and build a guide that is useful to you. The SRP Team is available to answer any questions throughout the year: please contact your Program Officer or Regional Liaison Officer, or e-mail us at srp@wusc.ca.

Thank you for your commitment to the SRP and best wishes for a great year!

APPENDIX A: Historical Timeline of the Student Refugee Program

1920s	Following the First World War, the European Student Relief takes on a highly successful campaign to supply the basic needs of post-secondary students in Europe. Campus-based committees of students in over 40 countries around the world raise funds and collect donations of clothing and books for European students in desperate need. Educational assistance is also offered to prisoners of war.
1930s	WUSC's predecessor, the International Student Service, provides material assistance to students coping with natural and man-made calamities, as well as helping refugees fleeing oppression in Germany, Austria, and Czechoslovakia. In 1939, a group of students and professors form the first Canadian committee of ISS at the University of Toronto, and help to resettle Jewish academics to Canada through various academic exchanges.
1940s	Following the Second World War, ISS student volunteers provide assistance to displaced persons and help to receive and resettle refugees to Canada.
1950s	ISS changes its name to World University Service in order to reflect the involvement of the whole university community as well as to capture its shift in focus from relief and rehabilitation operations in Europe to those in the Middle East and Asia. In 1957, World University Service of Canada (WUSC) is incorporated as a non-profit, non-governmental organization. Through WUSC, Canadian students respond to the urgent needs of refugees from Hungary and Czechoslovakia, including by helping these refugees resettle in Canada.
1960s	In the 1960s, many African students come to Canada through WUSC.

1970s	The focus shifts to supporting the anti-Apartheid movement, with Local Committee activism on campus and facilitating access to education for anti-apartheid activists.
1978	Canada establishes the Private Sponsorship of Refugees Program, and WUSC sponsors its first student to Canada. The student is originally from Zambia and is sponsored at Carleton University.
1981	WUSC becomes a Sponsorship Agreement Holder (SAH) by signing a Master Agreement with Immigration, Refugee and Citizenship Canada (IRCC.
1987	WUSC signs a Sponsorship Agreement with the province of Quebec.
2008	WUSC celebrates the arrival of the SRP's 1,000th SRP student.
2013	WUSC celebrates 35 years of sponsorship
2015	The SRP doubled (from 80 to 150 students sponsored in one year) in response to the worst refugee crisis since the Second World War.
2018	9 new sponsoring groups join WUSC, representing the largest growth in the program since the Syrian response in 2015.

APPENDIX B: The Roles and Responsibilities Tripartite Agreement

Roles and Responsibilities

For the Student Refugee Program

Tripartite Agreement

This document constitutes an agreement between WUSC National Office, the Local Committee and the Student Refugee Program student.

PURPOSE OF THE STUDENT REFUGEE PROGRAM (SRP): To provide opportunities for refugee youth to access resettlement and pursue higher education in Canada. The SRP's youth-to-youth sponsorship model aims to provide a positive integration process for SRP students, and engage students at Canadian institutions on global issues, helping to create welcoming communities for newcomers.

PURPOSE OF THIS AGREEMENT: For the parties involved in the sponsorship to have a common understanding of and agree to their respective roles and responsibilities to ease the integration process for the SRP student.For each stakeholder to have a positive and enriching experience grounded in clear expectations.

ROLES AND RESPONSIBILITIES

Student Refugee Program (SRP) Student

Upon their arrival in Canada until the end of the official sponsorship (12 months), the SRP student agrees to:

- Remain connected through regular communication with the Local Committee and WUSC National Office in Ottawa.
- Actively participate in opportunities to build your social network and learn about your new community.
- Complete the Mid-Sponsorship and End of Sponsorship evaluations sent electronically to WUSC, and participate in any phone check-ins when requested.
- Take your education seriously and do everything in your power to succeed such as attend classes and seek help when needed.
- Plan your immediate and long-term academic studies with the help of your Local Committee and other resources within your sponsoring institution.
- Comply to the rules and regulations of your living situation such as the institution's dormitory building, homestays and off campus room/apartment rentals.
- Maintain good discipline and manage your behavior in the classroom, in your residence, towards your professors, WUSC Local Committee members and peers.
- Conduct yourself in accordance with the regional and national laws, and commonly accepted standards of behavior.
- Be aware of and take responsibility to learn how to manage your budget within the budget the Local Committee has developed for you.
- Take steps to gain employment experiences such as accessing employment skill building opportunities (resume writing, job search, interview skills, etc).

Local Committee

The sponsoring Local Committee agrees to:

- Support the SRP student to submit the appropriate documentation related to their academic requirements and their status in Canada (i.e. Social Insurance Number (SIN) card, Interim Federal Health (IFH)/health insurance, Provincial Health Care, course enrollment, etc.).
- Provide opportunities for SRP student to develop their social network and learn about their new community.
- Upon arrival and continuously throughout the year review with the SRP student budget in detail so they are aware of the funds they have available to them and how they should be best used to build the financial literacy of the SRP student and personal financial management practices.
- Ensure that the SRP student has the necessary financial and social support required during the holidays and summer months throughout the SRP sponsorship period.

- Provide academic support and connect the SRP student with academic resources such as the library, tutoring options and the writing centre, especially during midterms and finals.
- Connect the students with an academic advisor.
- Maintain constant and consistent contact with SRP student (at a minimum, once every 2 weeks to check-in on their social and emotional well-being and integration.
- Provide support to the SRP student to pursue employment by connecting them to available employment opportunities and services to build their employment skills including information on Canadian workplace culture, resume writing, cover letter writing, interview tips, etc.
- Read and sign the Code of Ethics created by WUSC to ensure you are adhering to the same values and principles.
- Maintain regular contact with the WUSC National Office regarding the SRP sponsorship and any issues that arise.
- Read monthly reminders and share the information with the relevant stakeholders.
- Complete the Local Committee End of Sponsorship survey.

WUSC

As the organization that holds the Sponsorship Agreements with the Governments of Canada and Quebec, WUSC National Office agrees to:

- Recruit, select, and prepare students for admissions to a Canadian post-secondary institution.
- Assess a sponsoring group's budget and settlement plan, and grant them permission to sponsor under WUSC's Sponsorship Agreements.
- Coordinate the SRP students' portion of the immigration process.
- Send candidates' dossiers to Local Committees and coordinate the placement of SRP students to Canadian post- secondary institutions.
- Support the Local Committee through the sponsoring group's portion of the immigration process.
- Act as a liaison between key players involved in the sponsorship process (Local Committee, Immigration, Refugees and Citizenship Canada (IRCC), International Organization for Migration, UNHCR, countries of asylum etc.).
- Develop resources for use by Local Committees and SRP students.
- Provide organizational assistance, support, advice, expertise and training to Local Committees.
- Monitor and evaluate the SRP sponsorship (Local Committee experiences and the SRP student experiences) through regular communication to identify good practices that can enhance the sponsorship for future SRP students.
- Maintain regular contact with SRP students throughout the SRP sponsorship period, and offer guidance as required and opportunities for networking within the SRP alumni network.

Signatures

I have read the Tripartite Agreement outlining the roles and responsibilities of the SRP student, the Local Committee and the WUSC National Office during the sponsorship. By signing this

document, I understand the roles and responsibilities of every party and agree to abide by them.

Representative for the Local Committee

_____ _____

Please print full name *Signature*

SRP student

_____ _____

Please print full name *Signature*

WUSC National Office

_____ _____

Please print full name *Signature*

APPENDIX C: Sample Letter for Requesting a Waiver

Dear **XX**,

I am writing on behalf of the XX Local Committee of the World University Service of Canada (WUSC) to offer to build a partnership with [institution's] administration to enable us to best support the [university's/college's] resettled refugee student.

WUSC is an international development organization committed to improving the lives of marginalized groups around the world. Beginning in 1978, WUSC's Student Refugee Program (SRP) has facilitated the resettlement of over 2,000 refugees at over 90 institutions across Canada and provided them with the opportunity to further their education.The SRP allows promising youth to pursue their academic goals and fulfill their potential in Canadian communities. The SRP is unique in the world because it is the only private sponsorship program that pairs resettlement with education and operates on a peer-to-peer support model. This youth-led model of sponsorship results in high quality integration support for SRP students, and a valuable cultural exchange from which both Canadian and SRP students benefit.

This program is a crucial opportunity for refugee students, given the fact that only 3% of refugee students have access to post-secondary education and fewer than 1% have access to resettlement. Aware of that current context, the post-secondary community is playing an increasingly large role in providing life-changing opportunities to refugee students.

In [current year], one of the 130 students that will be coming to resettle in Canada through WUSC will be pursuing their education at [institution], thanks to the support of [name some partners, like staff, student union, etc.]. We have secured funding from [insert where funding has been coming from]. We would like to build a partnership with [administration/housing/whoever you are requesting the waiver from] to help us support this student. Nationally, 60% of WUSC Local Committees have found one successful funding model to be securing waivers for SRP students' [tuition/housing/whatever you are asking for]. This type of support would greatly reduce the cost of sponsorship and would enable us to meet our funding goals.

We strongly believe the sponsoring of a student is highly beneficial for the [institution] community, for the continued growth of the institution, and above all, for the refugee student who will be given an opportunity to continue pursuing their interrupted education, or begin their post-secondary career.

We would greatly appreciate it if you would support the Student Refugee Program at [institution].

I look forward to hearing from you regarding the possibility of meeting soon.

Thank you in advance,

APPENDIX D: Code of Ethics

Statement of Understanding and Code of Ethics[44] for the Student Refugee Program (SRP) sponsoring groups

The purpose of this Code of Ethics is to guide WUSC Local Committee members in how to engage and support SRP students and ground their approach to making decisions related to the SRP on their campus.

By signing this document the WUSC sponsoring Local Committee on your campus agrees:

1. To the following values and principles outlined in the document and has committed to participating in the sponsorship;
2. To all of the related responsibilities to undertake sponsorship of an SRP student.

Preamble

- All refugees have a right to protection and a durable solution. Through sponsorship, we contribute to some refugees securing these rights in Canada.
- Consistent with the purpose of sponsorship which is to fulfill refugees' rights, we commit to respect and promote the dignity and human rights of refugees, particularly those we sponsor.
- Recognizing that there is an inherent power imbalance in the relationship between sponsors and SRP students, we commit to promote the agency of all individuals and the

[44] This document is inspired by the Code of Ethics for sponsoring groups from the Canadian Council for Refugees.

right to self determination, particularly for those we sponsor.

- We will respect the principle of non-discrimination toward refugees, particularly those we sponsor; that is, we will welcome students of all countries, ethnic backgrounds and religions.
- We will be mindful of the need for sensitivity in the cross-cultural settings and in the context of the relationship between sponsors and the SRP students.
- WUSC Local Committees sponsor refugee students because we believe that every individual should have the right to an education in order to fulfill their potential.
- WUSC Local Committees sponsor refugees because we believe in contributing to international efforts and that Canadians have the willingness to foster the educational advancement and provide a genuine durable solution for refugee youth who have limited or no access to higher education and no durable solutions in countries of asylum.

WUSC Local Committee's principles

We commit to respecting the following ethical principles in our sponsorship work:

1. ***Right to self determination*.** We will respect and support the right of the SRP students to make their own decisions about their lives.
    - We will inform the SRP students of their right to make their own decisions and will insure that they are informed regarding their legal rights in Canada as well as their civil responsibilities toward the law in force in Canada.
    - We will provide the SRP students with relevant information so that they can make informed choices.
    - We will support the SRP students in managing their own budgets, while developing personal budgeting skills.
    - We will support the SRP students in progressively gaining confidence in making their own decisions as they familiarize themselves with Canadian society.
    - We will refrain from making judgments about choices made by the persons we sponsor.
    - We will respect the choices of the SRP students about how they wish to be described (including whether they wish to be identified as "refugees", as "SRP students" or their affiliation to WUSC more generally).
    - We will respect the right of the SRP students to make decisions regarding questions of faith and religious affiliation.

2. ***Right to privacy***. We will respect the right of those sponsored to privacy.
    - We will inform the SRP students of their right to privacy.

- We will share personal information as needed, but no further.
- We will consult the SRP students before publishing information about them.
- We will safeguard documentation containing personal information.
- We will respect the privacy of the SRP students' homes.

3. ***Competence***. We will respect our duty to act competently.
    - We will acquire appropriate cultural and diversity understanding through training or consultation before and during the year of sponsorship.
    - We will ensure everyone involved in the sponsoring committee has been trained appropriately.
    - We will provide the SRP students with accurate information on their rights and services available to them.
    - We will recognize our own limits and make appropriate referrals.
    - We will accept a duty of care to ensure that the basic needs of the SRP students are met, including (where appropriate) mentoring on financial management.

4. ***Transparency*.** We will be transparent in our services with the SRP students.
    - We will provide the SRP students full information about all matters that concern them.
    - We will address complaints and serious challenges related to the sponsorship to WUSC Ottawa.
    - We will inform the SRP students of the role of WUSC Ottawa team.
    - We will strive to be open and to make sure information and expectations are clear.

5. ***Equity*.** We will strive to make our relationships as equitable as possible, by being aware of power dynamics and guarding against risks of abuse of power.
    - We will welcome refugees for sponsorship based on equitable principles.
    - We will have no expectations of those we sponsor other than those essential for the functioning of the sponsorship.
    - We will inform the SRP students of the limits of those expectations and that they are not required to do more (bearing in mind that sometimes the SRP students may perceive pressures to do some things even when there is no such intention).
    - We will avoid assumptions based on gender, sexual orientation, age, ability,

religion, culture, ethnicity or nationality.

- We will establish appropriate boundaries in personal relationships.
- We will work to develop trust in relationships.
- We will inform SRP students of invitations to give public talks or speak to the media about their refugee experiences or their countries, however it will be made clear that SRP students are not be expected to participate in these invitations and can do so only at their own interest and will.

6. ***Financial integrity.*** We will maintain integrity in financial and business relationships and avoid actual or perceived conflicts of interest.
    - We will not accept gifts that are more than token.
    - We will develop and follow a protocol for sharing financial information related to the sponsorship.
    - We will declare potential conflicts of interest to each other and seek solutions to minimize the risk (e.g. involving a third party if a sponsor offers to hire SRP students).
    - We will strive to ensure that the SRP students do not feel that they are receiving charity from or are beholden to individuals.
    - We will use the funds raised in the name of SRP towards the implementation of the SRP on our campus.
    - We will commit to provide the financial support stated in the Intent to Sponsor form.

7. ***Concluding a sponsorship***. We will work to ensure a satisfactory conclusion to the sponsorship for all concerned.
    - We will prepare SRP students for the end of the sponsorship and attempt to address any anxieties in advance.
    - We will help SRP students apply for students loans and will help them find and furnish a place to live after the sponsorship ends in order to give them a good start for their second year in Canada.
    - We will ensure that SRP students are aware of their rights and entitlements, including their entitlement to government benefits and services.
    - We will acknowledge the end of a sponsorship and recognize those who contributed to it.
    - We will have a clear process for deciding how to re-direct funds remaining at the end of a sponsorship.

To be read and signed by the persons responsible for the SRP on your campus (also known as the SRP Contacts that were listed on the intent to sponsor form).

The persons signing this form are required to ensure that program responsibilities are passed on to another person if he/she is unable to continue fulfilling his/her commitments and any new people taking on responsibility within the SRP sponsorship are to read and sign this document.

As such, the person designated as the SRP Primary Contact is required to send updated contact information to WUSC. The person leaving the position is also responsible for ensuring that all parties involved with refugee processing are aware of the changes made to the contact information (for instance, the local Immigration Canada office if the undertaking (IMM 5439) has already been submitted to their offices with the outgoing person's contact details on it).

IF ANY SRP CONTACT CHANGES: Please ensure that they read and sign this Statement of Understanding and Code of ethics AND send an email with the new contact information to: srp@wusc.ca.

Signatures

I have read the Code of Ethics and above outline of my responsibility to WUSC in Ottawa and to the Student Refugee Program, as it is undertaken by my Local Committee on campus. I understand it and acting in good faith, agree to abide by it as a member of the Sponsorship group in my Local Committee.

Institution

_____

Primary Contact

1. _____ _____

Please print full name *Signature*

SRP Sponsoring group

2. _____ _____

Please print full name *Signature*

3. _____ _____

Please print full name *Signature*

4. _____ _____

Please print full name *Signature*

5. _____ _____

Please print full name *Signature*

APPENDIX E: SRP student registration FAQ

Are SRP students considered international students?

No. When SRP students arrive in Canada, they receive their permanent resident status. To avoid any confusion, please ensure you complete all documents on their behalf prior to their arrival indicating they are permanent residents.

I have to indicate an address to register the SRP student. What should I write?

We typically encourage Local Committees to input the address of the primary contact as the SRP student's temporary mailing address. Alternatively, you could use your WUSC Local Committee mailing address.

Is it possible to get the official transcripts/diploma of the SRP student?

Not at this time. The students will bring their official transcripts with them upon their arrival in August. If the institution wants to have a transcript from a postsecondary institution in Syria, please let them know that it will be unlikely that the students will have them due to the current context of the country.

Should I accept the letter of offer on behalf of students?

Yes, it is part of the Local Committee's responsibilities to accept the letter of offer on behalf of students and to transfer that information to the admission. If you need a letter that gives you the right to act on the behalf of students, please contact us.

The administration/registrar's office mentioned they will send the letter of offer to the SRP student. What should I do?

Since not all SRP students have access to reliable internet, we recommend holding the letter and writing all the relevant information about programs, ESL, etc, on the Local Committee profile. Your Local Committee can provide the letter of acceptance to the students when they arrive in Canada.

APPENDIX F: SRP post-arrival checklist

The purpose of this checklist is to ensure Local Committees are aware of and are covering the important aspects of the SRP student's initial settlement needs. This is a comprehensive list that should guide the focus of information that is covered in the **first two weeks** after the student arrives in Canada.

Arrival and Communication

- ❏ Was the SRP student welcomed at the airport and have you confirmed with WUSC the student has arrived?
- ❏ Has the SRP student been able to reach any family/loved ones overseas or in Canada?
- ❏ Did the SRP student have or receive a phone and do they know how to contact WUSC and the Local Committee?
- ❏ Did the SRP student have access to petty cash upon arrival and have a basic knowledge of banknotes, cost of living, and where to buy food/all other necessities?

Housing and Clothing

- ❏ Does the SRP student have adequate temporary or permanent housing?
- ❏ If the SRP student is in temporary housing, is there a clear and realistic plan to transition them to permanent housing?
- ❏ Does the SRP student have adequate clothing and access to food?
- ❏ Does the SRP student have linens, kitchen equipment and furniture (as appropriate)?

Documents and Applications

- ❏ Has the SRP student applied for a SIN?
- ❏ Have you helped the SRP student open a bank account?
- ❏ Have you helped the SRP student with any other required applications or documents?

Sponsorship

- ❏ Does the SRP student know how to and feel comfortable contacting WUSC and/or the Local Committee when they have questions?
- ❏ Is the SRP student aware of the length of the sponsorship period?
- ❏ Is the SRP student aware of their rights and responsibilities in Canada?

- ❏ Have the SRP student and the Local Committee each signed the Roles and Responsibilities Tripartite Agreement?

Transportation

- ❏ Does the SRP student know how to use public transit, if available?

Budgeting and Finance

- ❏ Has the Local Committee talked about budgeting with the SRP student?
- ❏ Does the SRP student have their own bank account?
- ❏ Does the SRP student understand taxes in Canada ($9.99 is not the actual price)?
- ❏ Does the SRP student know how much money they will receive, when, and from whom?
- ❏ Does the SRP student know where to find food that they are familiar with at reasonable prices?
- ❏ Does the SRP student know where to find clothing and household goods at reasonable prices?

Health

- ❏ Has the SRP student signed up for provincial health coverage?
- ❏ Does the SRP student know the details of their health coverage (IFHP, provincial health care, insurance provided by your institution)?
- ❏ Have you made an appointment with a family doctor for a general check-up for the SRP student?
- ❏ Have you made appointments with a dentist and eye doctor for the SRP student?
- ❏ Does the SRP student have relevant information on vaccinations?
- ❏ Does the SRP student know how to contact emergency services if needed?
- ❏ Does the SRP student know that counselling and mental health support is available and covered under IFHP for the duration of the sponsorship period?
- ❏ Does the SRP student need assistance getting to appointments and, if so, do they know who will be helping them?

APPENDIX G: Post-Arrival Health Assessment for recently arrived youth refugee student

Dear Physician or Nurse Practitioner;

This letter is designed to introduce recently arrived refugee students through WUSC's Student Refugee Program (SRP) to their first Canadian health care provider.

WUSC is a non-profit organization and Sponsorship Agreement Holder with Immigration, Refugee and Citizenship Canada (IRCC). Each year, WUSC sponsors 130-150 refugee students through our Student Refugee Program (SRP). Students, between the ages of 18 and 25, are sponsored to Canada through IRCC's Private Sponsorship of Refugees Program (PSRP). These students arrive alone (i.e. without their parents & other family members) and WUSC supports their social integration and financial support for their first year in a Canadian university or college. Currently, WUSC is selecting students living as refugees in one of the following 6 countries of asylum: Jordan, Lebanon, Kenya, Uganda, Tanzania and Malawi. SRP students are sponsored in more than 90 cities and towns across Canada, from large urban centres to smaller towns.

WUSC recommends that all SRP students meet with a medical professional within their first month in Canada in order to undergo a **post-arrival health assessment (PAHA)**. SRP students are Permanent Residents in Canada, and will have various forms of health insurance; they will be covered by their provincial or territorial health care programs, they may have additional health insurance through their academic institution, and all resettled refugees are also covered by the Interim Federal Health (IFH) program, provided by the federal government.

https://www.canada.ca/en/immigration-refugees-citizenship/services/refugees/help-within-canada/health-care/interim-federal-health-program/coverage-summary.html

Prior to their arrival in Canada, all SRP students have progressed through an immigration medical exam (IME) in order to be accepted as medically admissible to Canada. This medical screening focuses primarily on screening for infectious diseases that pose a public health risk in Canada. Typically, the results from the IME are not available to Canadian medical practitioners. According to guidelines provided by Refugee Health (www.refugeehealth.ca), the post-arrival health assessment (PAHA) is designed to provide a

comprehensive review of a patient's current psycho-social, medical and surgical health, as well as a review of the medications, vaccinations and allergies.

To guide the PAHA, WUSC would like to share the recommendations of the ***Canadian Collaboration on Immigrant and Refugee Health (CCIRH)***. The CCIRH (www.ccirhken.ca) is an interdisciplinary collaboration involving over 150 primary care practitioners, specialists, researchers, immigrant community leaders, and policy makers. CCIRH provides an evidence-based preventative care checklist for new immigrants and refugees by region. Medical professionals can access PAHA checklists for the Middle East or Sub-Saharan African at this website:

http://www.ccirhken.ca/ccirh/checklist_website/index.html

For ease, we have attached the checklist for this SRP student's region to this letter to assist their new health care provider with understanding the health conditions in the region where this person has been residing for at least 3 years.

Lastly, here is another helpful resource on refugee health maintained by the College of Family Physicians of Canada:

https://www.cfpc.ca/Refugee_Health_Care/

Thank you for your involvement in this SRP student's health care. We greatly appreciate your support in encouraging SRP students to understand their health conditions and to take an active role in their own wellness.

Best regards,

Christine Mylks
Manager of Overseas Programming, Durable Solutions for Refugees, WUSC